



03 // Spring 2022

Mouth of The River
Publication of Oyster River High School



TABLE OF CONTENTS

News



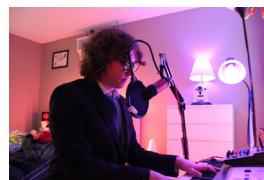
New ORMS pg. 4

Features



Senioritis pg. 6
 Interesting Jobs pg. 8
 Clean Beauty pg. 10
 Clothes pg. 12
 College Rejection pg. 14
 Ask MOR pg. 16

Sports & Culture



Vegetarian pg. 17
 ORHS/CBNA pg. 20
 Local Musicians pg. 22
 Shoe Horoscope pg. 24

Op-Ed



Euphoria pg. 26
 Relationships pg. 28
 AP Classes pg. 30

Dear Reader,

Mouth of the River's first color print edition for the 2021-2022 school year is here! Based on feedback we received from students and the community, we felt that it was our responsibility as the voice of the student body to rebrand our layout and revamp our content. As a staff, we spent many class periods discussing and taking all of the community suggestions into consideration when creating this issue. Speaking on behalf of the whole staff, we love writing for the community and topics we are passionate about. So naturally, we felt obligated to bring back MOR's spark with this rebranding! As you navigate through this new issue, you will notice the return of MOR's advice column, an engaging word search that includes words related to the issue, as well as fun staff questions curated by news editor Tess Brown. We hope you enjoy these new additions, as well as the articles themselves.

The cover story, "The New Oyster River Middle School" written by Zoe Selig, portrays our staff walking along the painted paw prints at the old Oyster River Middle School. Wrapping around the front and back covers of the issue, we wanted to highlight the state of transition in the Oyster River School District and celebrate the past and future memories at Oyster River Middle School.

With the inspiration of the creative team and Hannah Muessig, the cover photos were captured by Matteo Carruccio ('22). Be sure to check us out on Instagram and Facebook at @mormagazine to stay in the loop, as we are constantly posting new content to our website. This issue was especially rich in multimedia articles, including "Asking Teachers Stupid Questions," "That's so Embarrassing!," and "A Glimpse Into Sled Hockey with Luke Dimke" so be sure to check out our QR codes on our first page.

Lastly, we are always grateful for the support and generosity from our wonderful sponsors to help fund our publication. You can check them out at the back of the magazine, as well as on our website. If you are interested in sponsoring Mouth of the River for our following issues or would like to subscribe to the magazine, contact us at mouthoftherivermagazine@gmail.com.

On behalf of the entire staff, thank you for picking up our magazine and supporting us. We hope you enjoy this issue of Mouth of the River!

Sincerely,

Bhavana Muppala and Laura Slama, Co-Editors in Chief

Additionally, Zoe Selig, editor of Mouth of the River and member of the Justice, Equity, Diversity, and Inclusion (JEDI) Club, has developed a statement on pronoun usage in our articles:

MOR values respecting the gender identities of all people, and therefore uses the preferred pronouns of all interviewees. Some people use just one set of pronouns, such as he/him, and some people use multiple sets of pronouns, like using she/her alongside they/them. When discussing people with multiple sets of pronouns, their pronouns will be used interchangeably. For more information about what this means and why it matters, please read NPR's "A Guide To Gender Identity Terms" by Laurel Wamsley or visit mypronouns.org.

Thank you for reading our magazine!

Check out our online-exclusive multimedia articles on our website by scanning the QR codes below.

Asking Teachers Stupid Questions
by Laura Slama and Zoe Selig



"That's so Embarrassing!"
by Evy Ashburner and Hannah Muessig



A Glimpse Into Sled Hockey with Luke Dimke
by Jen Newick



Mouth of the River
Mission Statement

Mouth of the River seeks to reliably inform the student body, as well as the surrounding community, of interesting and news-worthy content in a modern, compelling format. Our goal as a staff is to give voice to the students of Oyster River, and have it heard by all our students. The opinions expressed in Mouth of the River represent those of the writers and staff.

The Faces of MOR

Photos by Hannah Muessig // Curated by Tess Brown

This issue, we asked our staff...
What was your favorite childhood stuffed animal and why?



Laura Slama ('22)
Editor in Chief

"My favorite childhood stuffed animal was a pink and yellow Build-A-Bear Workshop bear that I named Strawberry. It was strawberry scented and I carried it around with me everywhere throughout elementary school and early middle school. I still have it today somewhere in my house, though I really don't think it still smells like strawberries."



Bhavana Muppala ('22)
Editor in Chief

"My stuffed animal from when I was little is this pink bear named Pinky (so original I know). I still do sleep with it and bring it to sleepovers! It is definitely is something I am emotionally attached to."



Evy Ashburner ('22)
Business Manager

"My favorite childhood stuffed animal was a polar bear that I named "Poley." It was supposed to be for my older brother but he never played with it and when I was born I was obsessed with it. My brother had kept its white fur perfectly clean and when I got my hands on it, I basically destroyed it. I do still have Poley on a shelf in my room!"



Tess Brown ('23)
News Editor

"I have a stuffed dog named Ega. Ega was given to me as gift from my grandma when I was born. His name was supposed to be 'Yellow Dog,' but I could not pronounce that as a baby, so I called him Ega instead. While over the years he has become worn and loved, he has been by my side for almost 18 years and I hope I can have him with me till I'm 80."



Libby Davidson ('23)
Layout Editor

"My favorite stuffed animal growing up was a pink bunny. I would bring it everywhere with me and couldn't live without it. The story of getting it is actually pretty funny because I when I was with my parents in pottery barn, I saw it, and then my parents went and bought three more! I do still have it but it's in pretty rough shape."



Caitrin Ferris ('22)
Marketing Manager

"When I was little my stuffed animal was a bunny named Bunny. I still have her and sleep with her. I guess I have her because she is comforting and I've just had her for so long that I'd feel bad if I got rid of her."



Lauren Hoppler ('22)
Op-Ed Editor

"My favorite stuffed animal as a child was a guinea pig named Picky. I'm not sure why I named him that but he was super cute guinea pig and he slept right next to me every night. And of course I still have my favorite stuffed animal! He's not on my bed but kept safe with a lot of my other childhood things."



Emily Jackman ('22)
Digital Manager

"My childhood stuffed animal is a stuffed bear named Toasty. He has a green hat and scarf. My great grandmother gave him to me before she passed away and I never used to go anywhere without him. He still stays in my room in brings me comfort having something from my great nana."



Hannah Muessig ('22)
Photography & Art

"My stuffed animal was a white tiger named Tigie Wigie. I have had him since I was born and I used to bring him everywhere with me. I still have him because he reminds me of childhood stories and camping trips."



Jen Newick ('22)
Sports & Culture Editor

"Mine is actually a blanket and I've had it since I was a baby. The blanket's name is Taggie and is hot pink on one side and light pink on the other side. I used to sleep with the blanket every night and I still have it in a bin with all my other stuffed animals."



Zoe Selig ('23)
Features Editor

"When I was younger, I had a little yellow blanket that kept me company. My grandmother gave it to me when I was born, and I cuddled with it at night throughout elementary school. I no longer keep it on my bed, but it sits folded in my room with some of my other old stuffed animals."



The New Oyster River Middle School

As the doors to Oyster River Middle School opened on Monday, February 28th, 2022, students danced and grinned as they entered the building, thrilled to be back at school after their February break. Greeted by applause from community members, students poured up the stairwells to the four brightly colored stories of their brand new school.

The building was designed to incorporate the Oyster River School District's standards of sustainability, safety, and a positive learning environment. It features appropriate class sizes that meet state standards, modern technologies, large team learning spaces, solar panels that make the school's energy usage net-positive, a large wall in the entry-way celebrating sustainability, a safe drop-off and pick-up zone, advanced security, entirely gender-neutral bathrooms, a 901-seat auditorium, and lots of natural light. Teams of four core teachers who students rotate between throughout the day are clustered in each corner of the building and separated from each other with hallways to eliminate foot traffic during classes. Within these teams, classrooms are centered around lockers and a team learning space equipped with an interactive whiteboard and room for larger groups to meet.

Staff and students are loving the new school and all its features. Eighth grader Nora Robbins ('26) said one of her favorite parts of the new building is that "it's a lot easier to know where everything is because it's all in one area. Like, all my classes are in one stairway... It's also a lot more sustainable for the environment, so I can go to school without feeling a little bit guilty that we're making an environmental footprint." She added, "it's still kind of weird to think that I go to school there because it's so beautiful."



This feeling has been echoed by staff as well. A few days before the move into the new school, Language Arts teacher Jennifer Snow said, "I'm absolutely thrilled. I'm very excited about being in the new building." In addition to having taught at Oyster River for

20 years, Snow grew up in the district and went to school in the old school building from kindergarten through eighth grade. She said, "I've got great memories of [the old] building, but it's seen better days. It's time to move forward."

To Snow, one of the most notable parts of the building is the new team learning spaces. She said, "I think the team space is probably in the long term going to have the biggest impact on kids... There's a lot more space for them to work cooperatively together that's not necessarily in the classroom." Snow named the music space and the learning

commons as two other great features of the school, and is excited for the opportunities they will bring to kids.

Principal Jay Richard is also delighted with the new school. He said that working in the new building is "amazing. It really is. It's really hard for me to believe, even still. I walk around and I want to pinch myself." He added that throughout the school, "there's a lot of positive enthusiasm. A lot of the challenges that we had

before are just gone." One of many examples of this is that for the first time, Oyster River Middle School has the capacity for full-school assemblies. In the past, there has been no place big enough for that, but the new performance space with 901 seats gives more than enough space for Oyster River's 632 students.

Throughout ORMS, there is a culture of gratitude for the opportunities granted by the new school building. Nick Bellows, the



Locker and team learning space at the new school

middle school's librarian, shared that "it says a lot about the communities Oyster River serves that they would invest in their kids with this building. It could have been done in a way that was a lot less expensive, but that would have had to cut out some of the features of the building that reflect the values of the community... one of those being how they educate their kids. They consider that to be important enough to invest 50 million dollars in a middle school. That's a pretty awesome thing to be part of." This sentiment was repeated by both Snow and Richard, so it's clear that the new building is not being taken for granted.

Another benefit to the new school building is that it gave teachers the chance for some much-needed decluttering. While preparing to move to the new school, Richard said, "one of my biggest challenges is making sure that staff members go through items and only bring items that they're gonna really need."

To actually transport all the teachers' things, their boxes were first put onto large pallets, then transported into the new building and brought to each teacher's classroom. On the Wednesday, Thursday, and Friday before February break, the middle schoolers did not have school. This gave teachers the chance to unpack and make sure their classrooms were ready for when students came to the new building.



A classroom at the old building...

Robbins said that this process "was pretty seamless. The teachers did a really good job of making the transition as easy as possible for the students and kept a lot of things normal so it wasn't a huge change."

With all the new changes happening in the middle school, many high schoolers are nostalgic for the old middle school and the memories they made there (as covered in Bhavana Muppala's article "Middle School Memories"). However, Richard explained that "a lot of the [current middle schoolers] don't really have a big attachment" to the old building. The eighth graders are the only ones who have experienced a full year at ORMS, and for many of them, their biggest fifth grade memory is when they



...vs a classroom at the new one

had sewage in the school and had to evacuate to the high school. While many students have great memories of the building, most of their focus has been on excitement for the new one.

Speaking for himself, Richard thinks that when the

old school is torn down, "I'm actually not gonna be [upset] at all. Because the key is [that] the things that are special to me are the memories of the students and the experiences that happened in this school... It's not the physical part of the building, it's what's happened in this place that's special. Those are the good memories, and I'll keep those with me. When they knock this place down... I'm not going to be sad because I still have those memories and experiences. You can't take those away from me."

When asked how the new school compares to the old one, Richard said, "If I was doing a scale of one to ten, I'd say [the

new building] is a ten, and the old one is probably a two." But, Richard emphasized that "one of the most important things... is that what makes a great school is the people in it: the staff and students. So, I would say we had a great school back when we were in the old building, because we have great kids and great staff. But now, we have the great kids, we have the great staff, and now we have a great facility. I think it's just gonna give so many more positive opportunities to our staff and children."

Richard concluded, "It's just been a lot of fun. We still have a lot to learn because everything is brand new... but we're happy to learn it. We're thrilled."

- Zoe Selig **M**

Photos of the school's exterior by Hannah Muessig



Boxes waiting to be transported to the new school before the move



Richard began giving teachers time to prepare for the move in October, and while packing up was stressful at times, it paid off. Snow said that in her old classroom, she had materials left over from old teachers that had been sitting untouched for decades. In her new classroom, "I know where everything is, I know what everything is, and everything is being used," which she is very happy about.

In addition to the issue of just moving physical goods to the new building, the staff and students of Oyster River Middle School also needed help transitioning into the new school. Richard described February 28th as a "brand new first day of school," because everybody was new to the building and needed to learn where all their classes would be. To help them, all staff and students went to the new building on the Monday and Tuesday before February break for an hour to get oriented, similarly to how step-up day usually works.



Students playing outside the new school

sen·ior·i·tis

/,sēnyē'rīdes /

noun HUMOROUS•US

A supposed affliction of students in their final year of high school or college, characterized by a decline in motivation or performance.

In fifth grade, I got a new email address that logged me into my computer and Google Docs. The email started promptly with the number 22. When I learned that it stood for “class of ‘22,” I shrugged, not understanding just how fast life would go by until the day that I graduate. Middle school flew by and I found myself sitting in class on my first day of freshman year, thinking to myself, “still four years?!” I soon learned the term “senioritis” and looked at it as sort of a joke, something that seniors make up as an excuse to be unmotivated or lazy in school. But when I walked into Oyster River High School on the first day of my senior year, I was hit with a wave of the very real disease of senioritis.

I truly didn’t think I would make it through the first semester of my senior year, but as the first day of quarter three rolled around, I realized just how fast high school had gone by and how close I am to graduating. It’s hard not to space out every day and daydream about summer; I’m having a hard time focusing on writing this article.

So, from one senior to another, here are some of my tips and tricks to getting through senioritis:

1. Keeping your Eye on the Goal: Graduating!

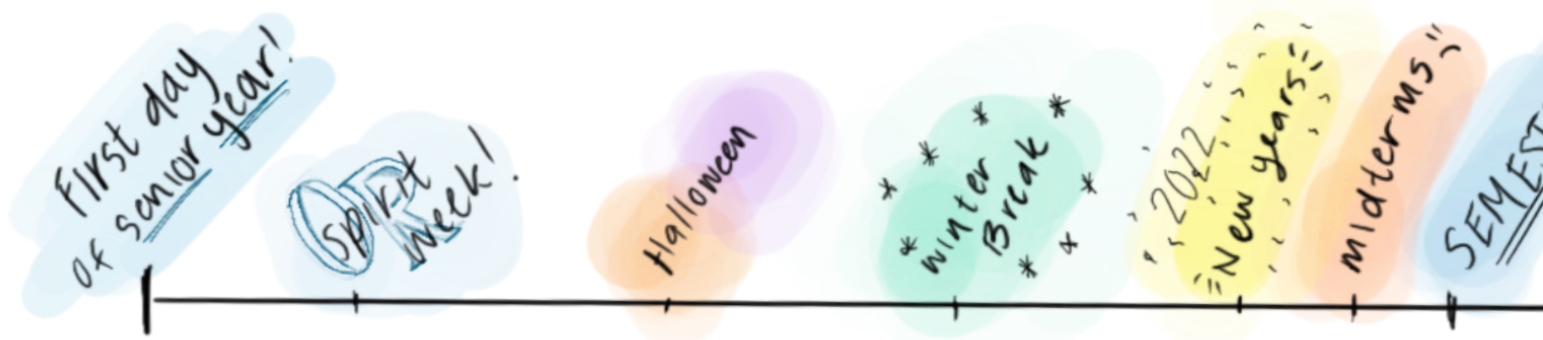
Senior year goes by too slowly and too fast at the same time. With stress from the “after high school” conversations and decisions, it can feel even longer to that glorious moment of walking across that stage getting your diploma. For seniors who are choosing the college path, it can be really easy to fall into deep grooves of anxiety and stress. The majority of the second and third quarter stress stems from waiting on letters and emails that determine your fate for the next four years. Finding ways to distract yourself from the college stress is key to curing senioritis. Things like

working out, going on walks, journaling, and using meditation to stay present are great devices to help you decompress and reset. Morgan Venó, a senior at Oyster River, admitted to me that she hasn’t done a great job managing her stress. Sometimes as seniors, we put too much on our plates because we want to do everything and it can be hard to say no. Venó said, “when I do get too much stuff on my plate, I just take a mental health day off of school and work and focus. Little things [like that] make my life easier.” She also said that physical activity like sports and going to the gym has really helped her manage her stress.

The process of applying to college involves a lot of time waiting for responses. When you receive that first email or letter that says that beautiful word, “congratulations,” you will look at those words for a solid ten minutes, sigh, and say, “great job! You did it!” And for one fantastic moment, the stress is lifted. This relieving moment, however, is a huge trigger for senioritis. Once you get accepted into a school, there is a loss of motivation and effort and it can be hard to care about what happens from 8:00am to 2:50pm. What’s important to remember is that colleges do look at your grades throughout the year. So, as hard as it is to sit through hour and twenty minute classes and pay attention the whole time, it will be worth it when you are moving into the dorm of your dream school!

Oyster River kids are lucky to have so many resources when it comes to getting help on homework and studying, so if you find yourself unmotivated to study for your upcoming tests in math or read packets for your English courses, here are some tips on how to push through:

Utilize your free periods to the max! As tempting as it is to go home and nap, try to stay at school and sit in the library to do



some work. Grab your headphones and listen to some acoustic guitar, and get to work!

Use your phone to help you manage your time. I use my reminders app to set reminders to do assignments, as well as the clock app to designate time for studying. I'm the kind of person who can't just sit and do homework for hours. I find it helpful to alternate between 45 minute work periods and 5 minute break periods until my work is done. Allowing yourself to have breaks will make it easier to stay off your phone when you're trying to get stuff done!

2. Taking Every Opportunity And Planning Accordingly

After losing a year of my high school experience to COVID-19, I realized just how few school-sponsored opportunities we have as students. Oyster River doesn't have many dances, socials and other events that make you feel like you're part of the student body. In my senior year, I have gone to more basketball games, soccer games and hockey games than I ever had in my whole high school career, and it has most certainly helped make the year more enjoyable. It is also a great way to spend your last few months with school friends who you may not see for a while after graduation.

Alongside taking every opportunity is staying busy. Keeping yourself occupied is one of the best ways to keep your mind off the senioritis. I tend to spend my time practicing with the dance team, working on social justice projects with my friends and bingeing Euphoria on HBO Max. Whether it's playing sports, getting involved in your community, or doing fun things with friends, it will help take off the stress of waiting for college acceptance letters and making big decisions. Similar to Venio, Paige Spencer ('22) says that staying physically active is the best way to keep her mind off of the senioritis. "It makes me happier and I feel better after working out," she said.

Almost every senior that I talked to about senioritis said the most important thing to think about in your senior year is to plan your year strategically. Senior year has by far been my busiest year ever. By the time second semester rolls around, you know that you are going to be pretty checked out, so a tip for any future seniors out there is to do your best to get your harder classes first semester while there's still some fire underneath you.


3. Take it One Day at a Time

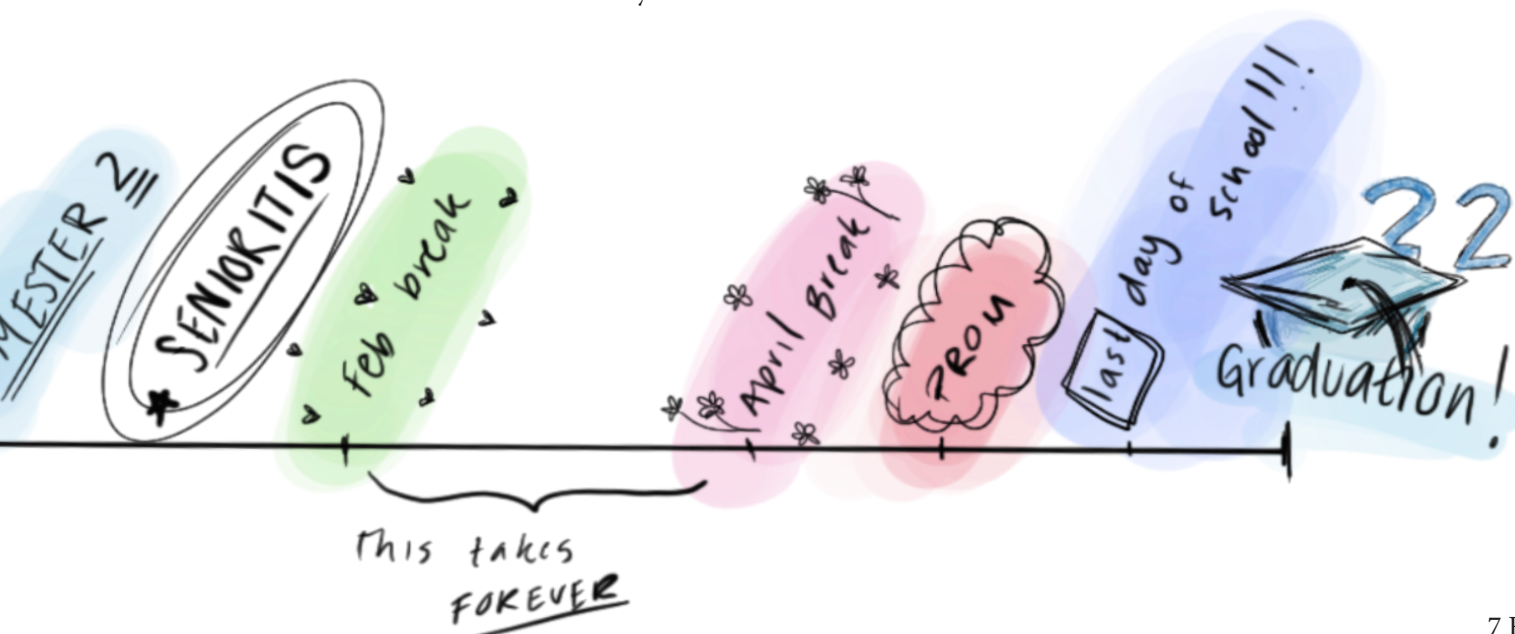
It sounds cliché, and it is, but the best thing you can do to cure your senioritis is to take it one day at a time. Being present in the moment will help you enjoy your last few months at school, because as we have learned, it goes by fast. And while most seniors can feel like graduation is so far away, it moves by faster than we think so we have to enjoy every moment of it!

I think it's also important to figure out how to manage your time well. It's super easy to put off doing homework until 10:30 or 11:00 at night after you've worked a 5 hour shift and somehow hung out with friends. Figuring out how to still prioritize school is especially hard because of the utter lack of motivation to do it, but it will only help decrease stress to get it done on time and while you are fully awake. Zoe Boyd ('22) said, "I think about how 'oh, I have practice tonight' or 'oh, I'm driving my sister to the barn and that means I have to get my work done first.' By making sure I'm doing my work before I do other things it helps me to stay motivated. If I get home after a swim practice and it's 9 o'clock, I don't want to really do school work anymore and I probably won't end up doing it, so I have to make sure I get it done early."

Believe me, I know how hard it is to force yourself into sitting in front of the computer to do homework after six hours of learning and working without a break, especially when you're a master procrastinator like myself. But by setting goals for yourself and getting the work done, you will feel the stress lifted off your shoulders when you have the night free to relax!

So if you are struggling to get through the last few months of your senior year, know that you're not the only one feeling the symptoms of senioritis. And if you are a junior looking for some advice for your senior year, reach out to a friend, a teacher or counselor and prepare for the long, hard, inevitable disease of senioritis.

- Evy Ashburner 



Teens on the Job

Do you work at a grocery store, restaurant, or feel like your job is the same as everyone else's? Some teenagers have jobs that incorporate their hobbies and interests. Take a look at what unique and interesting jobs your peers have for jobs.

Olivia Mueller:

Olivia Mueller ('24) works at Vantage Point Farm which is located in Epsom, New Hampshire. Mueller has been riding horses for seven years. Over the years, she has learned the general responsibilities of working at a barn including how to care for and tend to horses. Mueller boards her horse Kali at the barn, so part of her job is to take care of Kali, but she also tends to other horses at the barn. Mueller explains that "there are morning and evening chores. In the morning, I do stalls and clean and fill water buckets, and I feed the horses and bring them out into their fields. And then in the evening, I feed the horses again and bring them inside making sure they have water." All these chores are a huge part of Mueller's job. They are definitely not the typical job a teenager might have, and that's what makes working at the barn so unique and individual to her.

Horses need to be active and exercise often, so a huge part of Mueller's job is exercising and training with her horse, Kali. Mueller explains how she and Kali warm up. "I do a good warmup to get her shoulders and neck moving, I do a lot of stretching followed by transitions to warm up her legs. If we're not jumping, I trot and canter around to get her moving." It's not always feeding and exercising the horses, though. Mueller also trains and jumps Kali so she performs well when competing at horse shows. "When we're jumping, it's pretty intense. There's a lot of jumping and attempting jumps multiple times until we're both comfortable and jumping well." Mueller can jump 1.20 meters (3'11" feet) with Kali.

Trying to get to the barn each day can be challenging for Mueller because of school and sports, but she still works her schedule and goes to the barn almost every day. For Mueller, riding her horse and helping at the barn is a huge time commitment, especially when caring for so many other horses that each have their own specific needs. For example, it is necessary to feed, groom, ride, and walk each horse, as well as to remember each horse's diet and where each horse is kept. Despite this, Mueller still enjoys the experience and says, "it's really cool to be able to work with a bunch of different horses and get to know each one of them. Figuring out what kind of food they need, what supplements they need, and giving each horse their specific diet is really cool." Mueller is very fond of riding and caring for horses, so to her, "working at the barn isn't just a job. It's also where I go to learn, ride, and make connections with coaches, other riders, and horses. That's what makes it special to me."



AJ Bellabona:

AJ Bellabona graduated from Oyster River High School last year with the class of 2021. As Bellabona continues his education, he has also continued creating jewelry for his small business. When Bellabona was in fifth grade, at 12 years old, he got into making his own jewelry. "In one of the classes in middle school, there was a course where we [did] woodworking and there was also metal smithing with that. That's how it started, and then I got an apprenticeship from there." Bellabona says that jewelry-making is "a great outlet. I'm really happy to find something I'm passionate about so young that I really enjoy doing." Bellabona's brand, also known as AJ Made Jewelry or madebyaj, is his company in which he makes, advertises, and sells his jewelry. Bellabona says his "brand was created a few years after I got into [making jewelry], about four years ago." Bellabona's business has been very successful and he really enjoys that he's able to share his work with others.





One thing many people may not pick up on regarding Bellabona's brand is his logo. Bellabona explains, "I'm very dyslexic and I incorporate that into the jewelry I make and the jewelry company itself. In the actual logo, the J is backwards to represent my dyslexia." Bellabona's dyslexia being incorporated into the jewelry makes it unique and individual to the business itself.

Bellabona says that "in the future, I'd love to be able to make [madebyaj] a full time career. In my opinion, it already is my career, but of course I'm still limited to going to school. I would also love to try and potentially get my own store and expand throughout the country and be able to have this be my full time career and job." As Bellabona moves forward with his business and expands, he wishes for others to enjoy his jewelry and wishes to create happiness for others. You can follow Bellabona on instagram @ajmadellc and learn more about the jewelry he creates there.

Lilly Henderson:

Lilly Henderson ('22) started skiing as soon as she could walk. Skiing has always been a passion of hers, from recreational skiing to alpine racing and everything in between. Two ski seasons ago, Henderson's family moved their home mountain to Sunday River and she became a ski instructor. Henderson works with young kids and spends most of her days on the magic carpet teaching them how to ski. For many people, hanging out with little kids might not seem like the most fun job, but for Henderson, "it's fun to hang out with little kids. They're energetic and normally happy. I just think [teaching others to ski] incorporates something I love to do, and I'm helping kids enjoy it too." Henderson normally teaches kids to turn, stop, and safely make it up the magic carpet, but her job has taught her several other things as well.

"Normally, we are on a relatively small flat area off the magic carpet so I teach the kids how to turn and try to make it as fun as possible so they enjoy skiing and get excited about it," Henderson explains. "I also try to keep the kids from doing pizza." Pizza is a skiing term for when you try to slow down or don't feel super comfortable, so you push the two tips of your skis towards each other, making a pizza shape. Henderson says, "sometimes that can be hard for them and me, but at the end of the day it makes them a better skier and that's my job."

Henderson has a lot to teach the kids she works with and each week gets a new group, so for her it's quite enjoyable. She explains, "it kind of depends on the day. When I have a good group of kids that are fun and happy to ski it doesn't feel like working, I'm just hanging out with little kids. But when I sometimes get a kid who has a meltdown and then it feels a little more like work." Henderson really enjoys her job and since it incorporates skiing, she loves going to work and teaching the little kiddos to ski and watch them improve after each day.



Mueller, Bellabona, and Henderson, have all taken their hobbies and turned them into jobs. You can do the same. So maybe you have a passion or hobby you're interested in and can incorporate that into a job. You could look for a job as a coach for your favorite sport, or find a daycare to work with little kids, maybe work at a gym, or small store that interests you. Also creating your own job like Bellabona did. All these are ways you can get your interests involved in your job!

- Jen Newick 
Photos courtesy of sources

Cleaning Up Your Beauty Routine

Walking through the aisle of your favorite beauty store, there are thousands of products screaming at you that they will cure your acne, they are 100% organic, and they are vegan and cruelty-free. You are overwhelmed with who to believe when all these products are telling you the same thing. It may seem crazy to spend so much money to help take care of your skin when, in reality, it is made to take care of itself. Though your skin can fight breakout and oils on its own, it needs some help sometimes. Your skin has a natural barrier that helps it repair itself. Things like makeup can break down that barrier. Skincare can also help balance the natural PH of your skin, break down oils from makeup and touching your face, and even prevent signs of aging. Not having a good skin care regimen, whatever that be, can cause build up of oils and dirt and cause breakouts.

Not only will clean beauty help your skin, but it will help Mother Nature as well. Unfortunately, a lot of these companies are stating this just for show and they do not benefit your skin at all. This is called “greenwashing.” In fact, according to “Your ‘Clean’ Cosmetics” by Euronews, “[beauty] products might actually contain as little as one percent of organic ingredients. Common ingredients like parabens, phthalates, and irritants might make up the other 99 percent whilst still masquerading as ‘organic.’” Labels are so misleading and it is important that we understand what goes on our skin. The skin is our largest organ and if it is not taken care of it can have issues such as dermatitis, eczema, and your skin may even age faster.

The only sign that a product is truly “clean” is the ingredients list. Another thing to look for is certifications like Leaping Bunny for cruelty-free products, Vegan Certified, or USDA Organic. It is a long process determining whether a product is “clean” or not but it’s worth it. Basically, to put clean beauty in a nutshell, it is defined as a product that does not harm the human body or contain toxic ingredients.

In order to start your “clean” skin journey, you have to take a deep dive but I am here to help. The first place to start your journey is to find products that work for you and benefit your skin. This is the hardest step, but I went through and found some great products for beginners or for those looking for something new. It is important to do your own research but finding products that work for others is a great way as well. It is key to find products that work for your skin type and won’t harm it in the long run. You are not limited to the list below, it is just key to do research on every product you use.

The Drunk Elephant

This brand has become very popular recently and they are one of the true “clean beauty” brands. They have recyclable packaging,

they are cruelty-free (they do not test on animals), and they are paraben free.

Carmela Williams (‘22) swears by the Drunk Elephant

“D-Bronzi” drops. “I use this product every morning with my moisturizer. I add just two drops of it.” These bronzing drops give a tan glow to your skin and are “anti-pollution.” This means that the bottle is completely recyclable. This particular product does have a hefty list of ingredients, so I looked it over and the list explains what each ingredient does which is a good sign. When a brand takes the time to list what each ingredient does, it shows that they care what they put into their products.

If you are looking for products with just a few ingredients, the brand offers that as well. Williams spoke about why she continues to use the product: “I continue to use it because I know it’s good for my skin and, yes, it is expensive, but it is worth the price knowing the outcome of the product.” Besides giving your skin a tan glow this product has elements such as Vitamin F that replenishes the skin’s natural barrier as I spoke

about before. The product also contains antioxidants that protect the skin from pollution from the environment.

The Drunk Elephant is committed to removing the “Suspicious 6” from their products, which they believe to be the root cause of skin breakouts and reactions. The “Suspicious 6” have been identified as:

- Essential oils
- Drying alcohols
- Silicons
- Chemical sunscreens
- Fragrances/dyes
- Sodium lauryl sulfate

These chemicals and substances can be very harmful to one’s skin and health by breaking down your skin’s natural barrier and its natural

PH. True clean beauty products don’t consist of harmful chemicals and preservatives, keeping your skin safe. Using products with preservatives can lead to contact dermatitis, skin irritation, and hives. Keeping your skincare clean will help your future body and skin to stay healthy.

Cocokind

Working to reduce their carbon footprint, Cocokind is vegan and cruelty-free. On the back of all of their packages, they offer the sustainability facts of each product, from the number of carbon emissions used to make each product to how to recycle the package itself. They also provide all of the ingredients within their products in large print on the back to add transparency to their brand.

UNH student Anna Sourdif discovered Cocokind when an influencer she followed posted about their natural products. “I trusted them and was in the market for a new skincare routine,



so I gave it a shot.” Sourdif uses a variety of products. Her routine consists of Cocokind’s Raspberry Vinegar Toner, Sea Grape Caviar Spray, and Probiotic Acne Serum. Sourdif raves about their products: “I genuinely love their products so much, and I also love that you can ship the bottles back to the company when you’re done.” Cocokind is devoted to being a sustainable brand, so not only do they label their products, but they also allow customers to ship back their empty product bottles so they can be reused. As of now, I have not heard of any other brands doing anything like this. Hopefully, this will pave the way for more sustainable skincare.

Viva Naturals

Similar to Cocokind, Vivanaturals is a brand that takes pride in being sustainable and “clean.” Beginning in 2011, Viva Naturals has offered products ranging from dietary supplements to beauty products. All of their products are ethically and sustainably sourced and are free from additives and preservatives.

One customer, Emily Walsh (‘24), uses Viva Naturals Extra Virgin Coconut Oil. This product has many uses including being used on skin, hair, and in the kitchen. Though Walsh uses it in her nighttime skin routine, “I put coconut oil on my skin as soon as

I get out of the shower like lotion [and] put it on my hair about once a month.” This specific coconut oil is USDA certified organic, Keto certified, Paleo certified, gluten-free, BPA free, and non-GMO. All of these certifications mean that the product is classified as a clean beauty product and can be trusted on your skin. It even has dietary certifications because coconut oil can be used for cooking, your skin, and your hair.

Walsh is in love with her coconut oil and recommends it to everyone. “I would definitely recommend it for others because of how universal it is. There are hundreds of recipes for mixing it for things like turmeric or egg whites to make hair masks.” Walsh brings up a great point about the product being universal. When using products like coconut oil and aloe vera, they are coming straight from nature and can be used on skin or consumed. This is a great way to help your skin and your gut.

formula facts	
hero ingredients	2%
avena sativa (oat) kernel oil, organic adansonia digitata (baobab) seed oil, avena sativa (oat) kernel extract, lactobacillus ferment	
carriers	80%
organic helianthus annuus (sunflower) seed oil, organic vitis vinifera (grape) seed oil, water	
humectants	15%
glycerin	
emulsifiers	2%
sucrose stearate, sucrose palmitate	
stabilizers	0.13%
tocopherol	
essential oils	0.10%
pelargonium graveolens (sweet geranium) flower oil, anthemis nobilis (roman chamomile) flower oil	
pH value when mixed with water	
5-6	

All the products and brands above are great options for clean beauty. Though, there may be some popular products sitting on your shelf that are not. Here are a few common brands that are not actually clean beauty:

1.) Mario Badescu

These products contain hydrocortisone and triamcinolone acetonide, which are steroids. These chemicals are very harmful to the skin and can cause reactions such as steroid withdrawal and contact dermatitis.

2.) St. Ives

The scrubs from this brand contain harmful exfoliants that are rough on the skin, causing irritation and long term skin effects such as skin not being able to rejuvenate.

3.) Vaseline

This product is NOT cruelty-free and can cause breakouts, itching, and soreness. It also contains petroleum jelly which is known to cause skin irritation, as well.

4.) Neutrogena

This brand is NOT cruelty-free or vegan and some products contain synthetics, fragrances, and parabens.



Products that value animals and organic ingredients mean that they also value you and your healthy skin. Some brands, like the ones featured above, don’t take the extra step to make their products beneficial to their customers and the world around them. Using clean beauty products will not only help your skin but can contribute to helping the world around you become a better place. Any product is a good place to start throwing away your Neutrogena makeup wipes and using a cleanser from Cocokind is a small but mighty step forward. There are thousands of brands switching to clean beauty so there are endless possibilities, and you are not just limited to the brands above. Doing research on what goes on your skin and in your body is the best way to

make sure it is safe and clean. Read the labels and research words you don’t know, and become an expert on your products. Just remember, clean beauty means a clean and healthy life.

- Emily Jackman 

Photos courtesy HiClipart and Cocokind

What's the Stitch on Students Sewing

Walking through the halls of ORHS, you're sure to see countless personal styles among students. Wearing anything from business casual to workout chic to pajama pants, it's always fun to see the unique ways students express themselves. As I've admired my classmates' clothes this year, one particular style has caught my eye: students coming to school in beautiful clothes that they've made themselves.

It's extremely impressive to me that people can take simple thread, fabric, and yarn, and create a piece of usable art they can wear on their bodies. I've considered learning to make clothes myself, but the world of sewing seems daunting and confusing, and I don't know where to start. However, I'm still very interested in the idea of making my own clothes, and I wanted to learn more about it. So, I interviewed several people around our school who make clothes to gather information about their processes and how others can start sewing their own clothes, too.

Elise Riddell

The first person I spoke to, Elise Riddell ('22), first became interested in sewing after watching the show *Project Runway* with her mom. "I was inspired. I wanted to try that!" she said. Riddell said she "needed something to do in the house and [sewing] was just what I hadn't tried yet," so within the first week of 2020's quarantine, she cut up an old shower curtain and made it into a circle skirt.

Since making that first skirt, Riddell has made a dress, another skirt, and many other articles of clothing. Her favorite of these was the second skirt she made, where she took several old pairs of jeans and made her own unique pattern out of their different colors. Riddell has enjoyed sewing so much that she decided to do an Extended Learning Opportunity (ELO) with it, where she works on specific sewing projects and meets goals as a student-designed course for ORHS credit.



Riddell in her jean skirt

Isabella Nocetti

Isabella Nocetti ('22) is another student who loves to sew. She makes "anything that comes to mind," which includes skirts, tops, dresses, and even her own suit to wear to prom. "Honestly, if inspiration strikes, I'm gonna make it," said Nocetti.

Nocetti said she likes sewing because "it's really helpful for my mental health — it takes my mind off of everything. I just focus in on what I'm making and I don't have to worry about anything else that's going on in my life. It makes me happy!"



Nocetti's prom suit



Nocetti wearing her Victorian-era day dress

One project Nocetti is especially proud of is a Victorian, Civil War-era day dress. Currently, she is "making a Victorian-era ball gown. It's going to be royal purple with bell sleeves. I'm so excited for that one... I really like making Victorian-era dresses because they're just a lot of fun and it's not something that you typically see."

Katherine McEwan

Aside from sewing, there are many other textile-based crafts that I wanted to learn about too. Katherine McEwan ('23) knits and crochets hats, sweaters, cardigans, socks, mittens, and more.



After learning how to knit in fourth or fifth grade, McEwan said they stopped for several years. "Then, I picked it up in the first spring we were in quarantine, and I learned to crochet that fall" after being re-motivated by the pandemic.

McEwan said one of their favorite parts of making their own clothes is that "it's more customizable. Instead of having something that's maybe not the colors I want... I can make exactly what I want. Also, I just enjoy the process. It gives me something to keep my hands busy."



Sweaters and hats made by McEwan



Andrea Drake

After talking to these three creative students, I also wanted to learn about sewing as a long-term hobby from someone who's been doing it since before the pandemic. Andrea Drake, my math teacher who often comes

to class in cute homemade masks with matching overalls or shirts, seemed like the perfect person to ask. Drake said she makes "anything and everything sewing and quilting related," and says she has been sewing for almost all her life. She "started out learning to sew from my mom who primarily quilts, so a lot of what I've done has been quilting." As time has gone on, she has made many bags and wall hangings, and recently has done more garment-making. "But, quilting is my primary love. I definitely love that," she said.

Drake likes to sew because "I find it really relaxing. And, I've been doing this since I was a little kid. I remember being in my mom's sewing room and watching her sew or quilt, so it just feels like second nature." Additionally, "my job can be pretty logical and pretty right brain, and this is a way for me to exercise my left brain and have my creativity come out in a different way."

Drake is also motivated to create because "I like the satisfaction of creating something that I can then display in my own home or that I can give to somebody." She has also gotten very involved in quilting communities on social media, where she said that "being able to share my creations with other people is really a big motivation."



A few of Drake's creations

Drake is excited that more people have been getting into sewing recently because "it transcends literally any sort of group. It's something that you can always use and you can do it at any age."

Learning How

At the end of each of my interviews, I asked for any guidance for people like me who might want to start sewing or creating but don't know how. All of my sources had great advice.

McEwan said, "I think the best way [to learn knitting or crocheting] would be to have somebody to actually teach you, or just to have somebody who you can ask questions to. There are also a lot of really good YouTube tutorials. I personally don't like YouTube tutorials, but there are written ones or ones with photos too. You have to figure out what your learning style is."

Riddell agreed with McEwan's suggestions, and said that people interested in learning to sew should "watch a lot of YouTube videos before you start... Watching someone else really starts making your brain think in the way that you have to sew." She added, "if there's someone to teach you in person, it's definitely a lot easier than trying to teach yourself. There's a lot of stuff I didn't know about my machine until someone taught me."

No matter how you learn best, Nocetti said that "the best advice that I've gotten is just go for it. Everybody starts off as a beginner, and you might not be particularly proud of the first few things that you make. But at the end of the day, if you finish the project, you have something. If you start the project, you have something to be proud of. So just make yourself a little design and just go for it!"



- Zoe Selig 

Photos courtesy of sources

REJECTED.

After careful consideration of your application, we regret to inform you that your application has been denied.

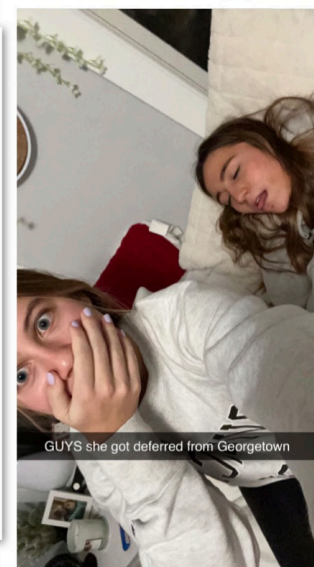
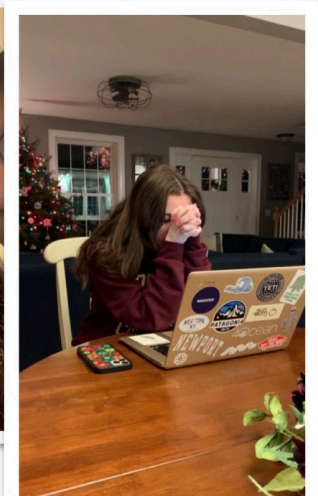
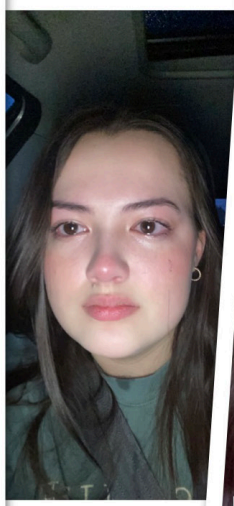
The nights following my first couple of college rejections were filled with many tears and I couldn't help but wonder: what was my application lacking? As someone who took high school academics very seriously, the rejections felt like my hard work was overlooked and underappreciated by these universities. I had this toxic mindset where I constantly

compared myself to people who had a better GPA or extracurriculars and was insecure about my application. Over time, I was able to find a new perspective on college rejections. As seniors, we are all going to get rejected—it's normal. It's how we move forward from these rejections that is important. I encourage anyone who is going through the college application process to continue reading this article to learn how they can deal with rejection and understand how normal it is.

I applied to my first university back in November, early decision to Boston University. After a campus tour and speaking with admissions officers, I truly felt it was the best choice university for my future career path. However, I recognized that my GPA wasn't as high as most of their applicants, which could put me at a disadvantage for getting in. This is what prompted me to apply early-decision. After I scrambled to get my application in on time, I felt as if I was already accepted because I applied through this binding agreement. I had replayed this image in my head of me jumping up and down excitedly after opening my decision. However, a month later, I received my decision and, to my surprise and disappointment, I was deferred. At first, I thought I was okay and I told myself I wouldn't cry, but after the realization hit, I was hysterically balling. I felt so angry that I applied early-decision, that I was ready to commit

to this school, and that they didn't want me.

Nathan Mendoza ('22) sympathized with me on this and said the whole college application process "plays with your emotions." He explained that the outcomes of college decisions are always surprising and can catch you off guard. I genuinely believed that I would have gotten accepted into Boston University and the fact that I didn't felt like a betrayal, or as Mendoza described, playing with my emotions.



Heather Clegg ('22) went through a similar situation where she was rejected from her early decision school. Clegg was a student who took the college application process seriously and had been looking forward to it all throughout high school. "I was the type of student who planned out all my classes early, I looked for extracurricular opportunities, and attended essay workshops. I've done many things over the years to help me in this moment."

So, naturally, Clegg was a hopeful applicant to her first choice school. However, she explained the unfortunate result. "The first ever school I heard back from, I was rejected. It definitely hurt a lot. I don't want to disregard how I was feeling because I think it is so important for other people who are applying or underclassmen to see

the unglorified side of college applications. Not every letter you get is going to be you jumping with your family out of joy. We are all bound to be rejected." Clegg continued and said that even though at first she felt like it was the end of the world, she was able to move past that. "The end product is that I am proud of what I sent in. Whatever the outcome was, it was definitely out of my control. I don't think I could have done more than I have."

Mendoza, on the other hand, felt that his deferral from this dream school was expected. "Throughout my life, I always kept it real with myself, like I have never been the type of person to have 'false hope.' Not that all hope is false, but rather that I am just a

realistic person. So, when I got deferred, I wasn't really expecting to get accepted and I was just glad it wasn't a rejection." He continued to explain that he tried to look at his deferral positively by understanding that his application would get another read through.

Even though I also received a deferral, I had a hard time coping with it the way Clegg and Mendoza did. Clegg's healthy mindset of having no regrets on her application was something I struggled with for awhile. I found myself thinking about my weaknesses on my application, like my low freshman year grades or extracurricular activities. This sense of insecurity heightened once I received another rejection. I was wondering if something was seriously wrong with my application. These two rejections were hard on me and I won't pretend like I didn't want to go there anyways, because I did.

The biggest part of moving past a college rejection is to honestly acknowledge your anger. The rejections I received made me more aggravated than sad or upset. I was just so mad about them for a while but eventually I had to realize that my only option after a rejection was

to get over it. Like Clegg said, there's nothing I could have done to make my application stronger or change the outcome. How-

ever, I do realize that many people, including me, simply question their academic worth after a rejection.

At first, I felt that a rejection was a pure indication of me as a student. It certainly felt that way in the moment, but I had to remind myself that these colleges were only seeing the student I was on a piece of paper. They don't know how much I might have studied for a certain test or how much effort I put into a specific leadership position in a club. They simply see my letter grades and 250 characters that describe the clubs I am part of.

Additionally, I tried to come to terms with the idea that maybe I just wasn't the ideal person for a certain university's environment. Of course every college accepts a diverse incoming class, but at the same time, they accept students who are fit for the type of education and environment they provide. Rather than taking a rejection as a "rejection," I tried to take it as I "wasn't the right fit." Similarly, Clegg said, "one school's loss is another school's gain."

As I am learning that I will end up at the university that I am meant to be at, it might not end up being what is considered a prestigious college. Fortunately, I am working on being okay with that. As a future premedical student, my curriculum will already be hard, so attending a prestigious school with extremely rigorous academics might not be the best choice for me. I'm realizing that I should attend a university that can provide me with the sweet spot between challenging but not overwhelming, which might not end up being a top university.

While there is the pride aspect of getting into a "good" college, an article from The New Republic called "Don't Send Your Kid to the Ivy League" suggested that top universities often turn academically curious students into academically burnt out students. William Deresiewicz, a retired Yale professor, said about his students, "if you look beneath the façade of seamless well-adjustment, you

often find toxic levels of fear, anxiety, and depression, of emptiness and aimlessness and isolation."

Obviously this isn't the case for every student that attends a top university, but personally, I feel that it's something that would happen to me. I want to stay an academically motivated student since I plan to go to medical school.

Another thing that helped me move past college rejection was recognizing that when applying to selective schools, there's obviously thousands of applicants and not enough spots. So, sometimes a rejection isn't a reflection of you as a student, but just your luck. Rohit Kantipudi ('19), a recent graduate of Oyster River, explained this further. "[When I first got into college] it made me feel like all my hard work was worth it. Initially, it feels really good, but when you really think about it you're basically 'lucky' to get into any college you get into because there's so many more qualified applicants than there are spots," he said.

The biggest thing that allowed me to move past rejection was the costs of these universities. Boston University, Northeastern, and Tufts all cost around \$60,000 a year and attending a univer-

sity at these prices would honestly be a poor financial decision as someone who hopes to pursue further

"Not every letter you get is going to be you jumping with your family out of joy. We are all bound to get rejected."

education. Rachel Rowley ('22) expanded on this. "Yes, having a good name brand college on your resume is a good thing, but even if it is absent I don't think you are ever at a disadvantage...I want to go to law school. I want to excel in undergrad and spend the least amount of money possible." She continued, "I think a lot of students need to discover tuition...you don't want to be in debt forever."

Kantipudi expanded on Rowley's point of excelling in undergraduate education. He said, "I was lucky enough to attend my reach school but I think I should have had a different mindset when I was applying to schools. I should have had the mindset that it truly does not matter that much the prestige of the place you go to. Even at a more average university, whatever is average for you, you can always stand out by working hard. I wish I was more open to more outcomes."

Lastly, I felt that I needed to give myself more credit for even getting through the application process. As much as the rejections hurt, I still should be proud of submitting the applications considering how stressful it was. Getting through the college application process is truly an accomplishment on its own and one worth celebrating.

No matter what other rejections or maybe acceptances I receive in the next couple months, I plan on reminding myself that the whole point of college is to get an education, meet new people, and have a good experience. These are things that can be found at any university if you make the best out of it. I encourage all other seniors who might be feeling the same negative emotions as I did to take a step back and realize a rejection is not the end of the world. You are going to end up exactly where you should be.

- Bhavana Muppala 

Photos courtesy of students



Welcome to revival of MOR's advice column! We asked some students via Instagram some of their pressing questions about any topic. We used our personal experiences to answer these questions to the best of our abilities and we hope you enjoy!

Best way to find outfit inspo?

I am so excited to answer this question because I love shopping and clothes in general. For me, it isn't too hard to find things I like because my style is pretty basic. However, there are times where I like to get out of my comfort zone and try to find new styles or outfits. A lot of this inspiration comes from Pinterest for me. I spend a lot of time just scrolling through my feed, looking at different outfits people are wearing, and thinking about how they might look on me. I like to save these "pins" on a board. This allows for Pinterest to give me more recommendations that are similar to the other styles on the board. When shopping using these "pins," I find that it's hard to find unique items through my usual shops like Pacsun or Princess Polly. Instead, I like to find small boutiques or handmade clothing stores because they tend to have more of the unique and stylish clothes that I see on Pinterest.

How do I not let college rejection dictate my self worth?

AH! This question is one that I'm not sure I am qualified to answer because I did let college rejection define me for a while. If you are looking for a more in-depth answer, I would recommend another article called *Rejected*. However, I think not letting college rejections or acceptances define you as a person is a lot easier said than done, especially when you are someone who puts a lot of effort into school and academics. I've gotten rejected from my top two choice colleges already and deferred from one. It was super hard for me to deal with, but it honestly just takes time to get over things like this and understand that you will end up at the college you are

meant to be at. I also had to continually remind myself that rejections don't necessarily mean that I am a weak applicant, but rather that I just wasn't the right fit for a certain school environment and I have to learn to accept that. The same applies to everyone else. It's cliché, but rejection truly is just redirection and you are going to get accepted into the schools that are the best fit for you!

What is something that high schoolers often stress about that actually doesn't matter?

Coming into high school I remember feeling like I needed to be a social butterfly in order to fit into the culture of high school. I recall trying to make a lot of friends, attend sports games, and other social events to ensure that people liked me as a person. However, I know that I am not alone in this matter. I've seen countless underclassmen making the same mistakes I made and stress out over their high school social status. As I've gone through high school, this is totally something that isn't worth stressing over. It's so much more important to focus on making really good friendships with people who treat you well rather than making a bunch of friendships to simply maintain a spot in the social ladder. I promise you feel really good and enjoy your high school years much more if you create friendships that actually have meaning. Personally, I've noticed that after I found really good friends, I've enjoyed high school so much more.

What opportunities should underclassmen take advantage of?

I love this question because there are so many things I wished an upperclassmen had told me when I was younger, so I am glad I can do this for others now. The biggest thing that I recommend underclassmen do is to get involved in school clubs they enjoy. Joining clubs when you are a freshman or sophomore allows you to gain leadership positions by the time you are an upperclassmen which can be a strong addition to your college applications if you

have hopes of getting into selective schools. I also think joining clubs like Sustainability Club or FBLA offer a lot of experiences and exposure to things you wouldn't learn in school. As someone who is part of these clubs, I've noticed that you learn to work with others in projects that actually impact a community as well as time management because you have to balance both school and extracurriculars. Additionally, I think it is so important for underclassmen to reach out to their counselors to ask for summer programs they could attend to gain exposure to a topic to the field of study they might be interested in. This past summer I attended a Boston University Medical Program. I learned a lot about the field and was able to conduct my own research and take classes regarding medicine. Lastly, because we live so close to UNH, there are so many opportunities to conduct research with a professor, which is something I wish I had done. Simply just googling UNH professors who work in a field of study that you like and emailing them asking if you could do research with them is such an amazing way to learn more about something you are passionate about.

If I have toxic friends, how do I go about letting them go and trying to get over the friendship?

Letting go of toxic friendships is so much harder than people may make it seem. A lot of people tend to just say "oh just stop talking to them," but if it's friendship that has lasted so long and was strong at one point, it is so hard to just do that. I've had my fair share of toxic friendships, and I would say the best way to approach letting go is coming to terms with the fact that this person is causing more pain than happiness in your life. Letting go of a friend requires a deep level of self reflection and acknowledgment that your own happiness should come first. You have to keep reminding yourself that you are going to feel so much better when you stop putting in effort for this person who probably isn't reciprocating the same level of effort. The biggest advice however is to not make excuses for their toxic behavior or try to fix their behavior. You have to recognize that not all friendships in your life are going to last forever and it doesn't matter if you have known this person for your whole life- you have to let them go for your happiness and self growth. For me, it becomes easier to detach from a friendship when you fill your life with other activities. This isn't necessarily a way to avoid your problems but rather focus on things that make you feel good. I've filled my life with work, exercise, focusing on school, and hanging out with people who are actually good to me.

- Artwork by Sofia Sarzosa

Bring on the Veggies!

I love vegetables. Growing up, I was never the kid who cried over carrots or threw temper tantrums over tomatoes. However I've always loved meat too... I never ate pork since pigs were my favorite animal, but a juicy steak or some crispy chicken have always made my mouth water. Being vegetarian always seemed impossible to me, even as a veggie lover. I was worried I would never be able to get enough protein, it would be too much work, or I'd miss eating meat too much.

My family already tries our best to do 'Meatless Mondays' and when we do eat meat, it's always locally sourced. The idea of Meatless Mondays actually started during World War I when people were rationing. Paul McCartney of The Beatles (a vegetarian since 1975) has a campaign called "Meat Free Monday." His website states that the goal of the campaign is to "raise awareness of the environmental impact of meat eating and encourage people to meaningfully reduce their greenhouse gas emissions by having at least one meat-free day every week." I mean if Paul McCartney is telling us to do this we should listen, right? This got me thinking, "how hard would being fully vegetarian *actually* be?" So here is my experience of becoming vegetarian for a week!

My family is pretty flexible with my dietary choices/restrictions, but I do rely on them for most of my meals. I don't eat pork or fish, which means my family eats a lot of chicken and probably more red meat than we should. I also don't eat much dairy because I have a lactose sensitivity. This made me pretty nervous for my vegetarian week because many of the recipes I looked at contained dairy. However, after talking to Johannah Deziel ('22), who was a vegetarian for eight years and is also lactose intolerant, I felt better. She said, "once you find certain cookbooks or recipes there's a lot you can make with tofu and beans that has more protein and is nutritious. It's definitely doable."

In order to try and make nutritious meals all week, I did some research. The first thing I did was a Dietary Reference Intake quiz on the USDA website where I input my age, weight, height, etc. and it calculated the amount of macronutrients, vitamins, and minerals that I should 'technically' be consuming. (Of course this quiz was only for research purposes and not something I would use to plan my meals all the time). This quiz said I should be consuming 44g of protein, 2.4 mcg of vitamin B12, 15mg of iron in a day, among other things.

The reason I chose those three nutrients specifically was because each of those nutrients can become an issue when reducing your meat intake. According to "Vegetarian Diet: How to Get the Best Nutrition," from *Mayo Clinic*, protein is the most-well known nutrient that people get from meat, however it can also be

easily gotten from dairy and eggs. The article said, "protein helps maintain healthy skin, bones, muscles and organs." Will Johnson ('22) is pescatarian so he gets protein from fish but also recommended eating protein packed snacks like nuts or puffed quinoa. Vitamin B12 is part of what produces red blood cells. It is almost only found in animal products (including dairy and eggs). Things like Beyond Burgers are fortified to have vitamin B12 but some people do need to take supplements, especially if they're vegan. Finally there is iron, which is also a part of red blood cells. With iron there are many more vegetarian sources than vitamin B12. It can be found in dark leafy greens, soybeans, legumes, nuts, and many more foods. Both vitamin B12 and iron deficiencies can be dangerous so make sure if you're debating becoming vegetarian that you're getting enough of them.

Unfortunately due to a surgery I can't comment on my own

energy levels during my vegetarian week but Maeve Hickok ('24), who has been a vegetarian for about a year shared her experience. She specifically talked about how being a vegetarian and being an athlete can affect one another. She said, "when I first started [being vegetarian], it was over the summer so sports were not in full force. I didn't see it reflected in my performance but I was a little more tired that first week because I hadn't found meals that gave me the same vitamins, fats, and minerals meat would give."

As long as you keep your health your main priority, being vegetarian can have many benefits. First of all, the price difference was crazy!

According to a study from the *Journal of Hunger & Environmental Nutrition* published in 2015, eating vegetarian can save you at least \$750 per year. If your parents need some convincing I definitely recommend using that. Second, the environment. Johnson brought up how he became vegetarian to help the environment. He said, "I know climate change is a huge issue... it was really important for me to take steps to limit carbon emissions and [pescatarianism] was the easiest option." Eating less meat, reduces gasses like CO₂ and methane from getting into the atmosphere and also saves a lot of water. According to WaterCalculator.org, "meat, especially beef, has a large water footprint — 1,800 gallons of water per pound of beef produced." Lastly, Deziel and Hickok brought up the moral side about killing animals. "We're just so used to killing and eating animals that it doesn't seem as inhumane as we think of it when we actually see it happen," said Hickok.

With all of my research I felt ready to start my vegetarian week. I was excited to try some new recipes and also alter some old ones using meat/protein substitutes. Here is how it went!



Day 1:

The first day of my vegetarian week I started with an easy meal. We had minestrone soup with homemade bread which is a meal we eat pretty often for Meatless Mondays. This was my mom's variation on a classic minestrone soup. It is a little different because we cook it for longer and add a lot more vegetables. Cooking everything for longer really builds flavor and makes it taste better which is great if you aren't a big fan of vegetables.

Although some soups aren't very filling, this one is. A lot of it has to do with the components of the soup. Chopping the vegetables into bigger pieces (still small enough to eat) adds texture and makes it a lot more filling. We also added white beans which are a great source of protein and iron. We used Goya brand beans and the nutritional facts said that they contained 7g of protein and 2mg of iron in a ½ cup serving size. This meal was also great because it gave me leftovers for a few days. It was a quick and easy thing to heat up and it helped keep me on track with eating vegetarian all the time, not just at dinner.



Minestrone Soup



Black Bean Enchiladas

Day 2:

This was my favorite meal of the week: black bean enchiladas! This meal also used beans as a protein source. In a ½ cup serving, Goya black beans have 8g of protein and 2 mg of iron similar to the white beans but a little better. I normally eat chicken or beef enchiladas so I was a bit skeptical about how the beans would taste but it came out so well! We used the same type of enchilada sauce we do with meat ones so I honestly didn't notice much of a difference. I think keeping the regular spices I'm used to helped almost trick my brain into thinking I was eating meat. This meal was also super filling especially with all of the toppings. We added avocado (protein), fresh herbs, and cheese. I am lactose sensitive so I have to limit how much cheese I have. With a meal like this I made sure to not eat much other dairy throughout the day. However for people without lactose intolerance, dairy is a great source of protein and vitamin B12. I definitely recommend making these if you like Mexican food!

Day 3:

The third day we made pasta primavera. For this day we definitely didn't think of protein quite as much but focused more on highlighting the vegetables. My family is part of a CSA (Community Supported Agriculture) where we get fresh vegetables each week. It's a great way to support local farms and eat more vegetables. Although not all of the veggies used came from the CSA, the carrots, shallots and onions did! I also did my best to include protein packed veggies from the store like broccoli, green peas, and asparagus. It had a delicious lemon sauce and it tasted very fresh and light.

Pasta is definitely a food that is about balance. My dad has type-1 diabetes which means that foods high in carbohydrates (like pasta) can result in high blood sugars. This was a concern my parents had with going vegetarian for the week since a lot of non-meat protein sources or meatless meals can be super high-carb. This is not a meal my family would have all the time but in moderation, maybe once every one or two weeks. It's super delicious, a great way to use vegetables, and who doesn't love pasta!?



Pasta Primavera



Stuffed Peppers

Day 4:

The fourth day we altered one of my favorite meals, Stuffed Peppers, to be vegetarian. Instead of stuffing the peppers with a meat filling we used quinoa. One cup of quinoa has 8 grams of protein. I was a little bit concerned about the quinoa because I hadn't really had it before. It absorbed the flavors of the spices and peppers super well and just reminded me of a smaller version of rice but with protein. We roasted the peppers before stuffing them and also incorporated some roasted broccoli into the stuffing. Hickok recommended roasting vegetables because it makes them taste a lot better, which is very true. It adds a flavor to the vegetables that you normally would get from cooking meat and it makes the texture a lot better. I would definitely substitute our normal stuffed peppers for these. I felt very full from the quinoa and the leftovers were amazing. They kept tasting better every day.

Day 5:

On Friday of my vegetarian week we decided to have homemade (ish) pizza. This was a meal I didn't help as much with because my dad used our pizza oven to make it. We made a normal cheese pizza and also a veggie pizza using store-bought dough. On the veggie pizza there was broccoli, peppers, and basil but you can add anything you want. I'm not someone who really likes pepperoni but I did find that there are some vegetarian options like sundried tomatoes or a tofu substitute.

This meal is similar to the pasta dish where it needs to be consumed in moderation. I read an article from Harvard Health Publishing called "Becoming a Vegetarian" which said, "unless you follow recommended guidelines on nutrition, fat consumption, and weight control, becoming a vegetarian won't necessarily be good for you. A diet of soda, cheese pizza, and candy, after all, is technically 'vegetarian.'" Pizza every once in a while isn't necessarily bad, it's a delicious meal but you have to make sure to have different meals throughout the week to balance.



Pizza



Beyond Burger

Day 6:

I was going to end my week after pizza night but after talking to Johnson I had to try a Beyond Burger! I don't like the taste/texture of tofu so I felt like I should try a different meat substitute. Johnson said, "it's very very convincing, at least to me. It tastes like real meat and I know it has a lot of the same nutrients." In one serving size there is 20g of protein, 4mg of iron, and 2.4mcg of vitamin B12. On the Beyond Burger package there was also a saturated fat comparison which showed real beef at 8g and these at 5g. Saturated fat is something that can potentially increase risk of cardiovascular illness later in life. According to the USDA, a hamburger comparatively contains 13.3g of protein.

There was a slight aftertaste I noticed, but the texture was spot on. My dad wasn't home when we ate them but my mom loved them. I feel like red meat is always known as being kind of bad for you and for the environment so I felt really good about eating this. I would definitely eat these again but I would be interested in trying the other brands to see how they compare.

Overall I'm pretty impressed with how my challenge went. I was definitely expecting myself to end up slipping and eating meat at least once but I never did. I think that had a lot to do with the meal planning because most of the meals created leftovers which meant I had easy vegetarian lunches. This was also great environmentally because if you're eating leftovers more, you are creating less food waste. My parents also loved how much money we saved. If you think about it: which is going to be cheaper, vegetables or steak? Vegetables. Even the Beyond burgers were about the same price to the normal burgers we would buy from somewhere like Tendercrop Farm.

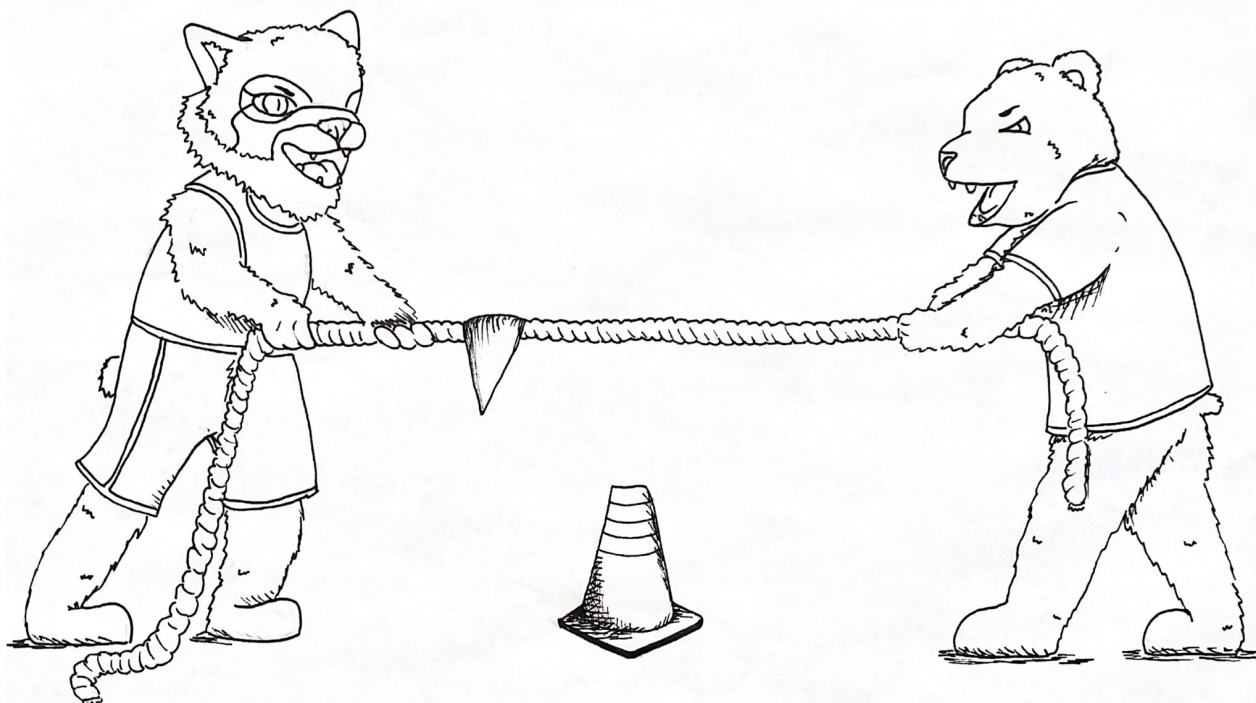
I would definitely do this again and would love to become a vegetarian when I'm older. My family is going to keep our Meatless Mondays and I hope to add at least one more day to that each week, if not more. It is still a big commitment and even though I think I'm ready, my parents aren't quite there yet. I think eating more vegetarian meals is a great step that a lot of people, including my family, can take to help both the planet and animals. Eating just one meatless meal a week is 52 days of the year. Imagine making that two days a week, 104 days of the year! Eating vegetarian may seem scary or impossible at first but I highly recommend that you give it a try.

- Libby Davidson 



For the recipes I made and previous MOR recipes scan this QR code!

CLAM CREEK VS. COW BARN: A HISTORY



Cheers, crowds, students, passion, all the things that can be seen at a game when Coe-Brown and Oyster River are playing each other.

For as long as anyone can remember, Oyster River High School and Coe-Brown Northwood Academy have honored the tradition of what is referred to as “The Route Four Rivalry.” Over the years, this rivalry has been taken out on the field, but more recently, off as well.

In 1985, former boys basketball coach, now gym teacher, Don Maynard, started working at Oyster River. While Maynard was not sure exactly what fueled the rivalry, he says, “initially, Somersworth, Saint Thomas, Coe-Brown, [and] Sanborn were all part of [Division I], and we played them every year. Ten or twelve years ago, Somersworth and Saint Thomas both dropped down a division, so we don’t play them anymore. We have always played Coe-Brown. They are our closest rival.”

Maynard also talks about the bragging rights that are held with this rivalry. Because the Barrington School District only goes up to the middle school, the kids in Barrington are sent to either Coe-Brown, Oyster River, or Dover for high school. “I don’t care what sport you play, you see people in the summer and if you win [a rivalry game], you walk a little taller.”

When Maynard started coaching for the basketball team, the intensity and want for a win was seen in both teams, but always in a seemingly controlled manner. “[The rivalry] was a big deal. The very last game that I coached at Coe-Brown, they had to

turn people away from their gym. There were people standing everywhere... There were three police cars on Route Four because there was so much traffic.”

When it comes to kids and their sports, parents always liked to be involved, and back in the 80’s, Maynard talks about the fun bragging rights parents had saying, “there’s a lot of adults that have friends whose kids went to Coe-Brown... I think the parents like to brag a little bit too.”

Taking the rivalry into the 2000s, the passion to win was still clearly seen by former girls basketball coach, Nicole Casimiro, who used to attend and play basketball for Oyster River. When Casimiro started playing basketball in high school, the rivalry was still thriving. “It was huge. We used to have a very tiny gym and at the Coe-Brown games, everything was filled.”

While Casimiro saw basketball have a very intense rivalry with Coe-Brown, she does not discount the other sports that honored this rivalry, saying, “every time that a Coe-Brown game happened, regardless of what sport it was, there was a huge turn out.”

Casimiro also comments on the sportsmanship seen from both teams. “Basketball gets intense in general, but nothing was ever over the top... It was never to a place where I was like, ‘oh this is now violent.’ It was always just a good, competitive environment.”

In 2007, former girls soccer coach, Cyd Scarano was not made aware of the rivalry Oyster River has with Coe-Brown. She

talks about the major event that happened with Coe-Brown that made her recognize the rivalry Oyster River shared with them. “It was a tie game in overtime. Our Oyster River girls were scrambling and working very hard, and Coe-Brown was as well. That was when I first started realizing, these two teams really like to take it to each other. There’s more going on here than what meets the eye.” Scarano continues on, saying, “It became really apparent that on the Oyster River side, we could not lose to Coe-Brown... One of our seniors scored in overtime and she was actually a defender, but she shot from a distance and she scored the goal. She looked at the bench and she said, ‘I’ll be damned if I was gonna let Coe-Brown beat us.’”

Bringing the rivalry into 2016 to 2021, Andy Carlson (‘22) talks about his experience playing boys ice hockey and how the rivalry is taken out on the ice. “My freshman year, our captain, Max Carpenter, got illegally hit into the boards and a junior at the time, Declan Daubney, got in a fight.”

Carlson continues on to say in his life and his entire hockey career, he has only ever been in two fights, both against Coe-Brown. “One was this past weekend (1/30), and one was my freshman year. Someone got into a fight with someone else on the other team and everyone had to get involved. That’s when I was like dang, these two teams really hate each other.”

Even if it hasn’t been a fight, Carlson still has seen other angry encounters at his game. “My sophomore year, there was a kid on the Coe-Brown team who got a penalty for illegally hitting Eric Donovan and then when [Eric] talked back about how [the other player] was a hot head, he took his stick and threw it at him.”

While most of the time the rivalry is taken out during the game, recently it was taken out on social media. This past year, many sports teams not only from Oyster River, but also the surrounding schools, have created Instagram accounts to promote games. Read Jen Newick’s Scroll Through Sports to hear more on the other teams’ Instagrams. However, social media also caused some teams to take it too far, specifically, girls soccer.

During the girls soccer season, the rivalry games with Coe-Brown were taken very seriously, and both teams came with the drive to win. However, after Coe-Brown lost, words were taken to social media. Girls soccer captain, Charlotte Cousins (‘22), tells the story saying, “we were building up anticipation for the next time we were going to play [Coe-Brown]. We were supposed to have a home game against them the following weekend. We posted on Instagram the day before saying, ‘come to the game, we’re

gonna finish this, etc.’”

Cousins continues on about the environment of the game. “Once the game happened, from the get go, it was just a lot of physicality, a lot of pushing, a lot of name calling...I think because we scored so early, they became very angry early on because they were expecting to come back at us a little bit...The whole game was just a lot of pushing and grabbing...Following the game, we beat them 2-0, which was awesome, but they did not take the loss so well, they left in complete tears, and we definitely soaked up the win.”

“After the win, we immediately posted on Instagram that we won and out of nowhere a little later on, we got notifications that Coe-Brown girls were commenting on our post, specifically, talking about an incident during the game, where a player on their team, injured a girl on our team.” Cousins could not go into further detail, but said the incident was handled in a proper and professional way from both schools.

During this season as well, the boys soccer team got a piece of the rivalry. Nathan Mendoza (‘22) is a boys soccer player from Barrington, meaning when on the field against our rivals, he knows some of them as his former teammates and classmates. “I have a lot of friends that go to Coe-Brown. I’ve known a lot of them throughout my childhood, going as far back as Pre-K and I’ve made special bonds with them through club soccer and school. But when we’re on the field, I’m part of Oyster River and they’re part of Coe-Brown.”

Mendoza also talks about what winning a rivalry game means to his team, as well as others, saying, “beating Coe-Brown is like a milestone for each athletic team because it carries on the traditions from other past players, so you always just want to go out there and give it your all.”

As Oyster River wraps up their winter athletic season and begins into spring, there is an expectation to have a win against Coe-Brown. When thinking of the rivalry and the games, whether playing or watching, it’s important to remember a quote from Mendoza, which he said, “both Coe-Brown and Oyster River have produced such talent... The rivalry is always growing. It’s always something new. While sometimes it can get out of hand, it’s always friendly in the end, no bad blood between anyone.”



- Tess Brown **M**

Artwork by Gabby Lowrey

The Magic of Music at Oyster River

Do you know the secrets of the students walking next to you in the hallways? We all hear about the accomplishments of the student athletes, but there is another talented group that you may not be aware of... the Rock Stars of Oyster River!

With many different Oyster River High School student musicians now showcasing their talent through Coffeehouse and local open mics, we focus on five that have stood out. These musicians share how they got into music, what performing is like to them, and much more!



Will Blandini:

Will Blandini ('24) is a student musician who plays the piano, guitar, and trumpet. He started playing classical piano around the age of 5 or 6, but decided classical wasn't for him. Instead, he decided to learn how to play the guitar. He continued with electric guitar lessons for 7 years, but stopped when he was 13. In the school band, he played the trumpet, and from that got into jazz and joined the school's jazz band. He decided to start taking jazz trumpet lessons after, and is still taking those lessons now.

Blandini describes playing music as, "the best feeling. I always get into the music and feel as though it shows in my playing." The sound when your part blends with the rest of the band creates something magical, and that drives Blandini and makes him want to get up and perform.

Over quarantine, Blandini has also gotten into producing music. He said, "it all started as a thing I wanted to learn during quarantine and slowly but surely found a love for it and been working on it ever since," He continues, "I didn't know how extremely hard it was and I'm still trying to perfect my craft." He has grown to love music production and now is very excited for a new music production course being offered at the school for next year.

He has lots of new ideas planned for songs, starting with his newly released single, 'Somethin' Slick' which is a "lofi style song with no vocals," he explains. If you want to check out more of Blandini's music, look for him on Instagram @blandinistudio_1!

Brenden Barry:



Brenden Barry ('22) is a student musician who plays the bass and the rhythm guitar. He's been playing bass for about two and a half years after trying to pick up the guitar, but found he was more suited to the bass. His dad was the person to get him into music, introducing Barry to all sorts of different classic rock bands such as Led Zeppelin, Cream, the Grateful Dead, and the Allman Brothers. From there, his music taste broadened to anything from "baroque pop from the 60s, metal from the 80s, or rap like Wu-Tang Clan, Snoop Dogg, and Cypress Hill." He continues, "I love most music, and to me it's not the genre that defines the song but the individual song. If a song speaks to me, for whatever reason, then it's alright in my books. I never limit myself to genres."

Barry enjoys both playing and recording. "I think it's a lot of fun to just sit down and play along with these songs, with everything recorded through a mic and an amp," he says. Barry has floated around all over the local music scene, but currently plays rhythm guitar in a local band called Scrumptious with a couple of classmates. Scrumptious usually plays at Mouth of the River's quarterly Coffeehouse, but they have also been playing at open mics at the Freedom Cafe and hope to soon get a regular gig there.

Although Barry enjoys playing with his peers, he also enjoys playing bass with different musicians that reach out. "I've been trying to find different musicians to make a different band and play more of the music that I enjoy." When he gets the chance, he tries to join in with different musicians when invited. "It's nice to have people be like, 'I like your playing, come play with us,'" says Barry. He also thinks that it's nice not to have to worry about

band dynamics and to be able to just go on stage and have fun.

Barry has always been good at public speaking, but has found performing to be a little different. "You are putting your hobby out there in front of people and I remember the first gig that I ever played I was shaking with fright the whole time, but eventually, the more you do it and the more you realize that people are there and they're going to enjoy it no matter what and you just get into the rhythm of things and just kinda relax." Barry explains that still getting up on stage at Coffeehouse can be scary because you don't want to be the one to mess something up. One thing he has learned is that, "if you mess up, not a lot of people know and everyone is there to support each other -that's the great thing- to know that whether it's people in the audience or fellow musicians they're always going to support you." If you want to check out Barry's music, look for him on Instagram @officialbrendenbarry or hear him play at our Coffeehouse!



Ethan Bessette:

Ethan Bessette ('22) is a student musician who sings, plays the trombone, the euphorium, and the piano. He has been involved with music since before he was born, when his mom would sing to him in the womb. Since he was little, music has been a big part of his life. He got a feel for music when he was little, just messing around on his keyboard.

In the seventh grade, he joined the school's jazz band with Music Teacher, Dave Ervin, who ended up being a big influence for Bessette. Bessette describes him as "such an amazing person and teacher, I respect him a lot and definitely owe a lot of my musicianship to him." Jazz band got him more into singing, which he has found a passion for, and helped him to practice the trombone more.

Bessette has performed with some school groups and other people, with his most notable achievement being getting into jazz and classical all states on vocal bass. He first started performing mostly at the Freedom Cafe in downtown Durham during the open mic nights and teen nights. There he performed many vocal pieces, and even a few original piano pieces. These experiences have helped to get him more comfortable in front of an audience.

One of his favorite memories of performing is when the jazz band took a trip to China his freshman year. The students had gone to China in collaboration with UNH's Confucius Institute to play the background music in a silent nature documentary. He recalls, "I remember that during one of the performances, hitting the high G on my trombone was so cool." If you want to check out more of Bessette's music, look for him on Instagram @ethan._musician or hear him play at Coffeehouse or in the Freedom Cafe!

Zach Smith:

Zach Smith ('22) is a student musician who plays the guitar. He started playing the guitar when he was little after his dad introduced it to him, and he has played ever since. He has always liked music, both listening and playing, and sees it as a good release. Smith likes to play any type of music but he says mostly "look for songs that sound cool or look hard to play because I like challenges."

Smith's favorite part of performing is "seeing myself get better. It's really satisfying." He goes on to talk about how he used to get really scared and nervous performing, but over time has gotten used to it and is a little more confident. His first time on stage was at his fifth grade talent show playing the ukulele. "I remember it being really quiet and everyone staring and I couldn't tell if they liked it or not," he remembers.

Smith's advice for beginners is to "stick with it! There's a lot of good stuff online. Put yourself out there to get noticed and don't be afraid to perform." He mentions how it's fun to have someone else to learn with so you can feed off of each other and have friendly competition. The most difficult part of learning an instrument to Smith is "playing what usually sounds bad and needs work. Sitting down and focusing on the areas you need improvement and honing in on those is probably the most difficult but having that awareness will make you a better player." If you want to check out more of Smith's music, hear him play at Coffeehouse!



Gracie Gallagher:

Gracie Gallagher ('22) is a student performer and singer who acts in shows and plays. She has been interested in singing since she was little but the things that drove her to start singing were the movies that she would watch and the celebrities that she looked up to that were musicians.

Her first time going on stage, Gallagher was "super nervous and anxious in the lead up and anticipation of going onstage." But since then, and after being involved in more shows, "I've learned that everyone watching is always rooting for you. People in the audience aren't hoping that you'll do badly, they're always on your side and want to be in support of you, not the opposite. Messing up the tiniest bit isn't going to be something people remember, especially if you keep going like nothing has changed."

Gallagher's favorite memory of singing was recently being in a show called "Be More Chill" at the Seacoast Repertory Theater in Portsmouth, New Hampshire. She has been performing at this theater since 2018 and has been in four teen mainstage productions, but in this show "my role, Christine, was my first major lead role at a professional theater. It was super fun and was an experience that really made me appreciate singing and performing so much more," Gallagher explains. She also talks about the special relationships and connections you make through these performances and how they really add to the positivity of the memories made. If you want to

check out more about Gallagher's performance, watch her sing at Coffeehouse!



- Caitrin Ferris 

Photos by Sofia Sarzosa and Will Blandini

Your Shoe Sign



At Oyster River, there is a wide variety of the shoes seen walking around the hallway. When I see all these shoes and how people wear them and style them, it can say a lot about a person...At least to me. Shoes are such a universal language among teenagers because two people can share the same brand of shoes, but totally unique to each of their individual styles. With my own knowledge based on the shoes I wear, as well as knowing the shoes others enjoy wearing, I decided the best way to feel as if your shoes match your personality is a shoe horoscope. These horoscopes, while not actually real, are based off the personalities I see in each shoe. A wide variety of shoes is important in the world and each one should be celebrated. As well as a blurb about your personality, the horoscope also gives things to do and not do, like a real horoscope does. I hope that these are accurate to each person, and as well gives people more shoes that may match their personality as well because let's be honest, we all love a good pair of shoes.



Image from Converse

Converse: Converse are a classic shoe. People who wear Converse find comfort in the everyday shoe, and thrive in and enjoy the reliability they provide. Just take Carmela Williams' ('22) word for it, who says converse "are comfortable and go with everything." People with Converse find joy as well in the customizable wear, and the fact that the shoe is tailored to their everyday needs. These are shoes that make it easy to walk up from first floor classes to third floor classes. Especially if they're platforms. If today you are wearing Converse, find confidence in yourself.

Do: caffeine, loud music, and a to-do list. **Avoid:** greens, long strings, and scratchy sweaters.

White Sneakers: The same as Converse? No way. White shoes offer a person the ability to wear any colors they want in their outfits, and know that no matter what, the shoes will always match. White shoes are for people who find comfort in everyday living and routine. White shoes do not make you basic, but according to Sofia Sarzosa ('22), "they are a good basic to have." If today you are wearing white sneakers, find joy in exploring outside the box, knowing inside that your outfit is matching.

Do: bright sunsets, a new book, and your homework. **Avoid:** excessive tissues, the number 8, and taxis.



Image from GQ



Image from Dick's Sporting Goods

Sport/Running Sneakers: Athletic sneakers offer a person the ability to have an extra pep in their step every day. They give you an extra leg up and ensure that when walking through the hallway. "They're perfect for a lot of outfits. I wear a mix of sporty and casual," says Tess Pueschel ('22). Embrace the sporty and vibrant energy you are putting off today in your sporty shoes, but make sure you aren't late to class running from the parking lot to the front door.

Do: light jogs, a new water bottle, and the color blue. **Avoid:** tense situations, silver jewelry, and long nails.



Image from Journey

Uggs: No matter the length, color, or style of Uggs boots you are wearing, you are a warm person inside and out who can provide comfort to others, as well as know you're a warm person on the inside and outside. You have an energy around you that attracts others, and are an approachable person that can be friends to everyone. They give you warmth on days when you may not feel yourself, and Madelyn Marthouse ('23) agrees, saying, "they're a comfort shoe when you're feeling sad." Find self love in your Uggs today.

Do: skincare, a new journal, and a new ring. **Avoid:** math problems, new hairstyles, and zip-ups.

Doc Martens: A person who wears Doc Martens is naturally bold. They have a passion for thinking outside the box and embracing the difficulties in life in order to find solutions. People who wear Doc Martens tend to make emotional connections to their special pair because of the individuality it provides for people. Kim Gowell ('22) confirms this by saying, "I have an emotional attachment to mine and believe they make any outfit better." Find a content feeling in the happiness your Doc Martens provide you.

Do: flannels, a new phone wallpaper, and star shapes. **Avoid:** backhanded compliments, belts, and sunglasses.



Image from Amazon

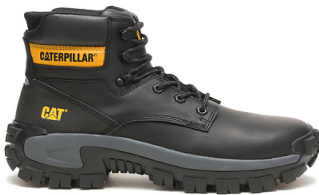


Image from CAT Footwear

Work Boots: People who wear work boots are natural helpers. They never fail to notice a problem, a physical one or a personal one, and will always work to solve it in any way they can. They provide safety and are like a best friend that is always there for you. Asa Colby ('23) says, "they're comfortable and also waterproof, so it's easy to work in." If you are wearing work boots, know you are a good fixer, and many people see that in you.

Do: good smells, fast drives, and your favorite movie. **Avoid:** bright lights, technology, and long conversations.

Birkenstocks: Birkenstock people are healers. They are kind souls who may seem fragile, but are always tough on the inside. They will never fail to stand up for themselves and others around them, but always in a kind hearted way. Birkenstock is made for all speeds of the day. "They're sandals with durable soles. I can run in my Birkenstocks freely," says Eleanor Raspa ('23). Not only can they compliment a summer look as well, but they also give you a cozy and free feeling when worn with fuzzy socks. If you are wearing Birkenstocks today, find joy in soaking up the sunlight in your life, even if it's not outside.

Do: the color orange, berries, and a warm blanket. **Avoid:** yogurt, plain flavors, and bees.



Image from Birkenstock



Image from Academy Sports

Crocs: Crocs may have holes in the shoe, but they can pull together the most random of outfits. Crocs provide you with a waterproof feel, meaning they can take you on adventures on land and underwater. They are always a friend you can count on. "They're comfortable, easy footwear and I can slide them on in a hurry," says Michael Blouin, a Science Teacher at ORHS. Crocs are a bright color and always make you stand out. A Croc is a shoe that will always be down to go on any adventure with you and provide the support you need, even if that's a quick getaway with the strap down.

Do: sandy roads, big cars, and rain. **Avoid:** wet towels, gardens, and electronic watches.



No matter what shoes you wear or how you choose to express yourself, it's important that you never let others prevent you from embracing the shoes you wear. Shoes at the end of the day are meant to make you happy and don't have any serious correlation with the events I predicted, or maybe they do and I'm a psychic. Happy Shoe Searching!



THE FEARS & FORTUNES OF EUPHORIA

Rated TV MA - Adult Content, Adult Language, & Violence, said the content warning as it flashed across my screen while I settled in to watch the Season 2 finale of HBO's *Euphoria*.

I remember watching *Euphoria*, a show focused on a teen drug addict and the stories of various people in her life, for the first time back in 2019. Overtime, I saw how the show slowly began to gain popularity. *Euphoria* makeup videos popped up on my social media, songs from its soundtrack topped the charts, and everyone constantly discussed the toxic relationship of Nate Jacobs (Jacob Eloridi) and Maddy Perez (Alexa Demie). Since then, the show has taken over with hundreds of thousands of teens, including myself, tuning in every Sunday night to watch the latest episode.

To me, what makes the show so popular (aside from its acting, makeup/costume design, and cinematography of course) is its ability to depict teen emotion and struggle in such a raw and provocative way. However, to express this struggle, the show frequently includes graphic depictions of drug use, explicit sexual content, and violence, leading to various content warnings at the beginning of each episode. Shows like this, which may or may not provide an accurate depiction of high school, can have a clear impact on how kids perceive things and how they behave. However, I still believe that it's okay, and maybe even important, for teens to watch these shows. Despite these depictions, it's the best way to get people talking about serious issues.

A large portion of *Euphoria* is focused on the main character, Rue Bennett (Zendaya), and her battle with drug addiction. Throughout the show, Rue is seen taking various drugs - from marijuana to opiates to fentanyl. As she struggles to stay sober, she is seen stealing, lying, arguing, and being physically and emotionally destructive until eventually reaching rock bottom.

In my experience at Oyster River, hard drug

use is not something I have witnessed or heard about very often, if at all. Sophia Isaak ('22), who is also a fan of the show, agrees, saying, "I know a lot of people who are addicted to nicotine, but I don't know anyone who has an addiction as extreme as [Rue's]."

Although *Euphoria*'s portrayal of drug use may be less applicable at ORHS, that doesn't mean it doesn't exist at all. I'm sure there are schools across the state and the country where teen drug addiction and drug abuse are common issues. In fact, according to "Drug Use Among Youth: Facts & Statistics" from the *National Center for Drug Abuse Statistics*, "4,777 Americans aged 15 to 24 years old died of an overdose of illicit drugs [from 2018-2019]" and in NH specifically, teenagers are "27.56% more likely

to have used drugs in the last month than the average American teen."

Another issue prevalent throughout *Euphoria* is toxic relationships, with scenes including dishonesty, manipulation, and even verbal and physical abuse often found in the hour-long episodes. This seems to occur in real high school life as well. "I know a lot of people that have definitely had toxic relationships, where people are codependent on each other and they don't really have the most healthy thing," explains Isaak. However, Isaak says that it's still not as extreme as the show makes it out to be.

Euphoria's depictions of drug abuse and toxic relationships may be occasionally dramatized, but they're still portraying issues in a way that not every other teen show does. And those aren't the only issues that the show tackles. It also frequently talks about mental health, gender identity, sexuality, and grief from child-

hood trauma, all of which many teens deal with in their own lives. For teens who are dealing with these things, it can be validating to see their experiences represented in the media. For others, watching this show can be a good way to understand those experiences and maybe even learn how to help the people around them. All in all, the show is starting conversations. It's getting people to talk

"The show is starting conversations.
It's getting people to talk about things
that they wouldn't normally talk about."



about things that they wouldn't normally talk about.

I'll admit, there are some arguments that could be made against allowing or encouraging teens to watch the show. The intense, graphic scenes could potentially be very triggering for people, while the scenes portraying risky or violent behavior could lead teens to thinking that such behaviors are acceptable. For instance, one recurring plot line includes a character physically and emotionally abusing his on and off girlfriend without getting reprimanded or facing any real consequence.

Lilly Henderson ('22) also points out how the depictions of excessive drug use and partying can have a negative effect on those watching. She says, "sometimes it mainly just shows the actions which is bad because it's like, 'oh it's happening to this person on TV, [so] it must be fine for me to do too.'"

This idea is something I've actually started to notice myself on social media. For example, one post I saw recently was titled: "Outfits I'd Wear to Get Nate Jacobs's Attention" referring to a main character with anger issues who physically and emotionally abuses his girlfriend. This video made it seem like it's a good thing and maybe even necessary to attract the attention of guys like Nate Jacobs. Making videos like this could possibly change the way that us teens perceive healthy relationships.

That being said, this idea isn't unique to *Euphoria*. There are plenty of other popular shows, like *Riverdale* or *Outer Banks*, that also depict teens engaging in this type of behavior. In this case, *Euphoria* actually has some substance to its content. I'd rather watch something that has depth to its characters and their storylines than a show about teenagers just looking for buried treasure.

Plus, the second season of *Euphoria* has done a better job at showing the consequences of drug addiction allowing teens to get a better idea of what to expect. As Isaac explains, "people say that [*Euphoria*] kind of glorifies drugs, but I feel like they put a lot of emphasis on how hard addiction can be on people like your family [and] your friends. They focus a lot on the bad parts of it and how to actually help someone who is addicted. So I think it's actually kind of spreading awareness of it."

Overall, it's pretty clear that *Euphoria* is tackling serious issues and releasing content meant for mature audiences. However, you can't change the fact that teens are going to watch the show no matter what. School Counselor, Jason Baker, compares the situation to *13 Reasons Why*, another popular teen drama about a girl's suicide that came out a few years ago. "I remember when *13 Reasons Why* came out and it was like, prepare for the storm. Netflix did the trigger warning, the American School Counselor Association was having these conversations with Netflix, and then there were various webinars." Baker continues, "there were different camps of people too. Some thought it was unnecessary to create a show focused on suicide and others thought it was a good way to educate people."

He believes that the best way to approach shows like this is to make a clear distinction: let the entertainment be entertainment while still using it as an avenue to start conversations. Even if it may not always be an accurate representation of high schools like Oyster River, it's an opportunity to talk about real issues that many people do experience. "Without devaluing what *Euphoria* is, you can recognize that 'okay that was a show, but what's the real life application?'" Baker explains.

As for parents, who may be shocked to discover that their kids are watching this show, Baker advises them to take a small step back. "Let kids go and let them watch, but also be available. If they have any questions or concerns, watch it with them or watch it on the side and know what's coming up, so that if and when there are questions there can be mature conversations."

Euphoria season two has now wrapped up, meaning that it will be a year or two before another season comes to tackle a whole other set of issues. When watching this show, whether you're a regular viewer, or a first time watcher, remember that it really is just a show, and it's not gonna be perfect, just

like any other teen drama. And try to keep in mind the content warnings, but don't let them scare you away.

And as for me and the rest of the *Euphoria* fans out there who just finished the final episode, we'll just have to wait for our favorite teen drama to return for season 3.

- Lauren Hoppler **M**

Images courtesy of HBO - Eddy Chen



Glamorized Toxicity or Happily Ever After?

"I don't want you hanging out with them."

"Show me you care."



"You are lucky to be with someone like me"

"If you broke up with me I would hurt myself"

All quotes are just examples of relationship abuse, not quotes from students

When you're a teenager, it's the time to learn about yourself and, for many, about relationships. I've seen lots of relationships around me through the years, both in the media and in my environment. I've spent months of my life reading and watching relationship dramas, experiencing relationships for myself, and watching my friends and classmates be in relationships. What teenager hasn't? It's captivating and exciting, but it's not all holding hands and smiles. Fun and innocent relationships can warp into toxicity.

Despite seeing so many relationships and also some of their issues, I was shocked when I saw some statistics in Oyster River's "Writing in the Stalls" flyers about domestic violence. I read that one out of three young people experience relationship abuse. Relationship abuse is defined by the Domestic Violence Hotline as when one person tries to gain power and control through threats, emotional/verbal abuse, or physical or sexual violence. After reading the statistic, I talked to students from all grade levels about these issues to find out which issues are most prevalent in our school, share some teen experiences and find the -causes of these issues. All the sources I talked to are anonymous because this topic can be emotional and private. Through talking to students, I learned that most people have had or seen a controlling relationship that includes jealousy, separation from other close people in their lives and other serious factors. Some big things that came up in our conversations were the types of relationships teens see in their life and education on these issues.

How someone acts in a relationship is often a result of the kinds of relationships they've seen, especially for teens who haven't been in many relationships. Teens typically have role models in their home lives and in the media they watch. However, these role models aren't always healthy, even if they are normalized. One of the people I talked to told me that there is a toxic relationship in their home that warped their ideas of what a healthy relationship is like. These false normalizations of abuse in their household led to being abused in their own relationship, which they thought was fine until it hit a breaking point.

Media can also play a big role in what teens consider a healthy relationship. Where teenagers consume so much media in the

modern age, it can be especially impactful on teen lives. There are many examples of relationship abuse that get normalized by popular romance movies that teens and children watch. Oftentimes, these stories connect with the age group by making the relationships young, humorous and complicated. Although the media is entertaining, it's not always a good example for middle schoolers or high schoolers in navigating their relationships.

An example of media that I loved in middle school that falsified some of my earlier ideas on healthy relationships was *Twilight*. *Twilight* was entertaining for me because of its fantasy twists and drama. But, when reading the book, I thought many aspects of the relationships in the book were ok, when they were actually very toxic. Now, I can spot how there is an extreme unbalance of control in the main relationship in the book. The main character, Bella, is easily manipulated because of her low self esteem in her body image, intelligence and accomplishments. In the book, Bella gets swept off her feet by a Man/Vampire, Edward, who she views as perfect and out of her league.

Because of this, Edward gets away with treating Bella however he wants. The book romanticizes not only the idea of having a "superior partner" but also isolating Bella from other people who she cares about, always being together and normalizing jealousy. Not everybody reads *Twilight*, but many of these normalized examples of toxicity are displayed in other popular song lyrics, books and popular netflix shows. Unsurprisingly, these characteristics do make their way in teen relationships, but not always with a happy ending.

Just because a relationship is in the media doesn't mean it's healthy. Watching and reading movies and books can be innocent and fun, but while doing so it should be known that these stories do not represent healthy relationships. At the same age that children are fed this media we should also be learning what a healthy relationship looks like versus an unhealthy one.

Everyone I talked to agreed that in a healthy relationship, both people are excited to see each other, and there's a sense of trust, comfort, good communication, and individuality between the partners. These traits aren't always perfect in any type of relation-

ship, but as long as it isn't a prolonged problem throughout the relationship, the relationship is generally healthy. These problems can escalate, though, if not taken care of. Ways to go about these problems include talking it out, taking a break, and setting boundaries. Physically harming someone, pressuring them to do things for you, guilt trips, and constant judgment are not healthy ways to go about relationship conflicts. Those are examples of one-sided control and abuse.

Jason Baker, a school counselor spoke on this issue. He said, "every relationship has to have a little give and a little take. You have to put work into it and also get something out of it. I talk to students about that all the time."

Baker and students who have been in unhealthy relationships have seen a lot of examples of one sided control in the form of jealousy and not wanting the partner to hang out with others. This type of relationship can be harmful and affect other relation-

tionships afterwards. Some big things that many teens learn from relationships are communication, working together, and figuring out who you're attracted to. Many students, including myself, agree that being in a relationship when you're ready can be very beneficial. However there's no reason to push yourself into a relationship if you're not ready or to push the speed of a relationship.

When relationships and certain romantic gestures get glamorized in the media it can add pressure to teenagers, making them think that they should be in that type of relationship too. Some students in my conversations talked about social media and how it always highlighted the spotlights of a relationship and portrayals of what a couple is "supposed" to look like. This can make people feel bad if their own relationships are not identical to the unattainable social expectations set online. It's important to remember that what's online is rarely an accurate depiction of a whole relationship, and that healthy relationships look different

Romanticized Abuse in Popular Media



Beauty and the Beast

The Beast locking Belle in a dungeon out of anger



Twilight

Edward using "protection" as an excuse for one-sided control

ships as well. Seeing a friend start to separate from other people they care about or start to act drastically differently, is a sign that they might be in a controlling relationship. It's important for high schoolers especially to have multiple people they can go to because highschool is the time to try new experiences, gain independence, have social experiences, and figure out future goals.

One anonymous student I talked to noticed these unhealthy signs in a friend and discussed how draining and detrimental it was to many aspects of her friend's life. This affected the friend's grades, mood, and friendships. Although the relationship had many harmful effects, it still was hard to drop it because there were also high points in the relationship. This is why when you or someone you know is in an abusive relationship, it takes support from others and sometimes professionals in order to get out.

In the situation above, support from a friend really helped the person see the problems in the relationship, break it off, and get through the grief of the break up. Friends are not experts or counselors, but are often important in realizing what's happening in a relationship and helping someone get through it. After an abusive relationship, sometimes more support is needed, like the domestic violence hotline (1.800.799.799), a counselor or a support group. Another person I talked to said that a support group helped them a lot because they found people who had gone through similar situations. It also helped them realize that they deserved better than how they were treated in that relationship.

Although lots of people get hurt in their high school relationships, all students explained to me that they learned a lot from being in relationships and that it's helped them have better, healthier rela-

from person to person.

In addition to the pressure many teens feel to have relationships that mirror those in the media, they also feel pressured to be in a relationship. Although relationships can be fun and beneficial, there are many reasons teens might not be in one. Some people want to focus more time meeting their own goals and working on themselves. Others haven't figured out what they want from a relationship or simply haven't found the right person. Although relationships can help people grow in many ways, sometimes they can add extra stress on an individual and that's the time to halt a relationship. In our society, letting go of or not being in a relationship is not celebrated nearly enough.

Children, teens and young adults might be exposed to more unhealthy relationships in the media than they are educated about healthy ones. Because teen relationships have such a strong effect on people's lives, it's vital that teenagers know what a healthy relationship looks like and what to do if a relationship isn't healthy. It's not that unhealthy relationships in the media should be hidden from kids and teens but that there should equally be representation for healthy relationships and doing the healthy thing for yourself. Lessening the rates of abuse is going to take conversation and awareness. Above all, it's important to remember that everyone deserves love and respect.

- Hannah Muessig 

Artwork by Ria Varki

Images courtesy of Disney & Summit Entertainment

Is AP Right for You?

You may have heard stories of students surrounded by stacks of papers, binders, and textbooks awake until the early morning studying for AP tests and exams. This may sound like a nightmare for most teens (with good reason), but is it the reality of taking high school AP courses?

Oyster River High School offers ten Advanced Placement (AP) courses, primarily in the STEM field. Designed specifically by CollegeBoard to help prepare you for college, the rigorous workload is similar to what can be expected in college. Many students choose to take what are widely considered as the most academically challenging classes to improve their chances of college admission, while others take the courses to dive deeper into the interesting material. Some take them simply to challenge themselves, while others take them with the hope of receiving college credit. No matter the motive, it's important to understand what you're getting yourself into if you are considering taking an AP course since there are notable differences from general curriculum courses. What should you really know before taking an AP class and how should you decide if AP is right for you?

Firstly, taking an AP course at the high school is a great option if you are interested in learning more in depth about a topic. As a year-long and fast-paced class, AP courses are able to cover more material at a more profound level. I can say with certainty that AP Biology dives much deeper into biological processes, cell structure and function, and ecology than the introductory biology course that you're required to take freshman year. When considering whether or not to take an AP-level course, it's important that you are somewhat interested in the subject since you will be investing a lot of work into the class.

While AP courses are great for exploring a subject that you already know you are excited about, they also provide the opportunity to discover a new interest. Kelly Zhang ('23) said, "I never really thought about economics, but I took [AP Economics] to satisfy the economics requirement... Through taking AP Economics with Mr. Lacasse, I found that economics might actually be something I want to do in the future... Taking that class really helped me learn about my interests and consider pathways I didn't think about before."

If you're thinking of taking an AP course, it's important to

consider that one of the most defining characteristics of these classes is the challenging college-level coursework involved. Ben Montgomery ('22) said that the biggest difference between AP and non-AP classes is "the amount of work you have to put in. I don't think I ever had to really prepare for a lot of the mainstream core classes, but for AP classes I have to put in hours of effort some nights."

However, Zhang explained that the heavy demand from the class can be offset by an excitement about learning the material.

"It's no secret that the classes are challenging, so the motivation to work hard and [to find] the learning truly enjoyable comes from having this innate interest in the subject matter." While there are many reasons why you might choose to take an advanced course, both Zhang and Montgomery agree that it's important to have an interest in the subject you choose.

Since AP courses are especially challenging, they can help you develop skills that can be used beyond your experience in high school. "There's merit to working through challenges, asking hard questions, dealing with discomfort, [and]

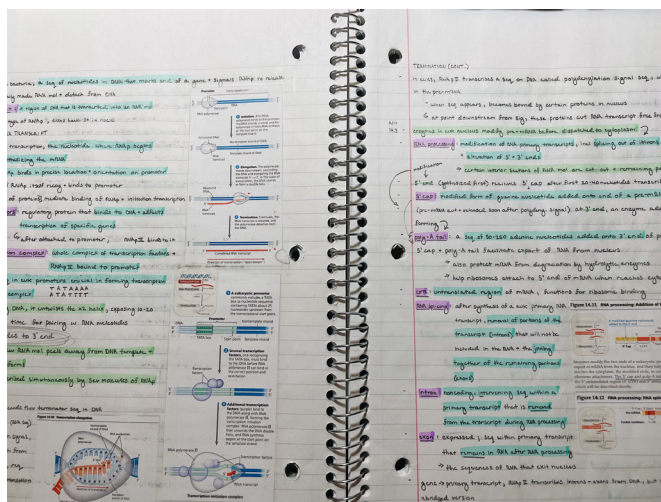
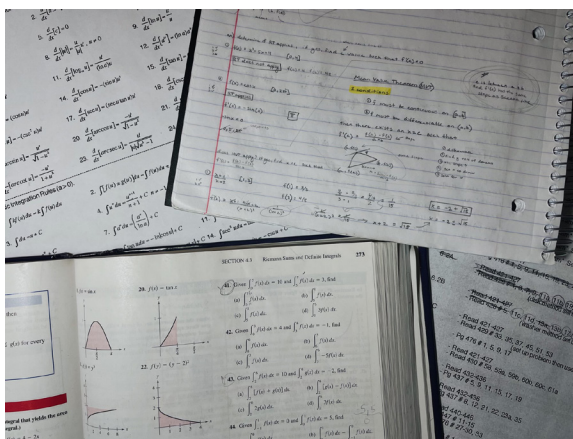
asking for help when you need it. All of the things in these hard classes are good skills in life," said Kimberly Sekera, an Oyster River High School school counselor.

Montgomery agreed that even though these courses can feel overwhelming at times, "you're challenging yourself and building on a lot of important skills that you're going to need later." He expects that the study skills and time management that he has developed will help him to transition easily to the workload for college classes next year.

Rather than taking a course to dive deeper into a subject of interest, you might aim to take an AP just to have it on your transcript. It's well known that many colleges want to see that you're taking on a rigorous course load so that they know you will be capable of handling the stress of their college-level courses. Sekera said that "for some colleges, AP does make a difference. As you get more selective, colleges want to know that you're taking on rigor." She continued, saying, "from the admissions standpoint, a lot of students want to take AP because it looks good for

the college application. Which is true, however, there are plenty of students who have never taken any AP courses and go to 4-year colleges."

Ella Orchard-Blowen ('22) is one of the many students who has not taken any AP courses and was still admitted into all of



the colleges that she is interested in attending. Orchard-Blowen doesn't consider the absence of AP courses on her transcript as a drawback for her application: She believes that your work ethic is more important than the level of rigor of your classes. "A drawback of not working hard is not getting into schools. I don't think it matters [what] classes you take," she said.

If you're aiming to apply to extremely selective schools such as Harvard or Yale and only considering taking AP courses to appeal to them, Sekera warns that there is no guarantee that students will be admitted even if they embrace a curriculum loaded with AP courses. "I've had students who load up on AP courses they don't like [instead of] classes that they really would like to take... They don't get into their top schools and they say 'why did I waste all that time taking a class that I had zero interest in?'" she said.

have heard that there is too much emphasis on taking the AP exam and the courses don't prioritize the learning itself. However, Zhang has had the opposite experience with this. "These classes have taught me an appreciation for knowledge in general. I know some people think AP is just about studying for the test and cramming information, but in my experience the teachers do a great job of putting emphasis on the actual learning process."

Bill Reeves, the AP Calculus teacher at Oyster River High School, said that his goals are to prepare students for the AP exam while ensuring that students understand the material. "I want students to learn what I'm teaching and to appreciate the material," he said. If you're interested in knowing more about the learning emphasis in AP content at the high school, look into *MOR's* "Credit or Knowledge" by Lydia Hoffman.

"You're challenging yourself and building on a lot of important skills that you're going to need later."

If you are only interested in showing that you are academically challenging yourself in your transcript, Sekera mentioned other pathways aside from taking AP courses that demonstrate this. She said, "of course colleges are going to look favorably [to AP courses] because that's rigorous, but that's not the only way a student can show rigor in their high school profile." Colleges are also looking at the Career & Technical Education (CTE) program and other Extended Learning Opportunities (ELO) similarly to AP courses because of the level of academic commitment that they require.

If you decide to go to college, then the score you get on your AP exam can potentially count as college credit. Most schools accept scores of 4 or 5, but some don't accept them at all. You might be motivated to take AP courses so that you can be exempt from taking general education or introductory courses during your first year of college. Kate Butcher ('21), a freshman at the University of Vermont, said, "I took [AP Biology] just to take an AP. I thought I wanted to go into the STEM field, so using that to get college credit [would] kind of put me ahead or at least get me out of taking a big lecture class."

Even if your exam score doesn't qualify for college credit, it can make taking an introductory course easier and allow you to focus more on other challenging classes. This was the case with Butcher. "I'm taking a biology class right now and basically what we're doing is the entire evolution which is something we did in AP Biology. I feel like I kind of have a leg up [and] it's like a review," said Butcher, "it definitely helps to have that prior knowledge."

You might initially hesitate to take an AP because you may

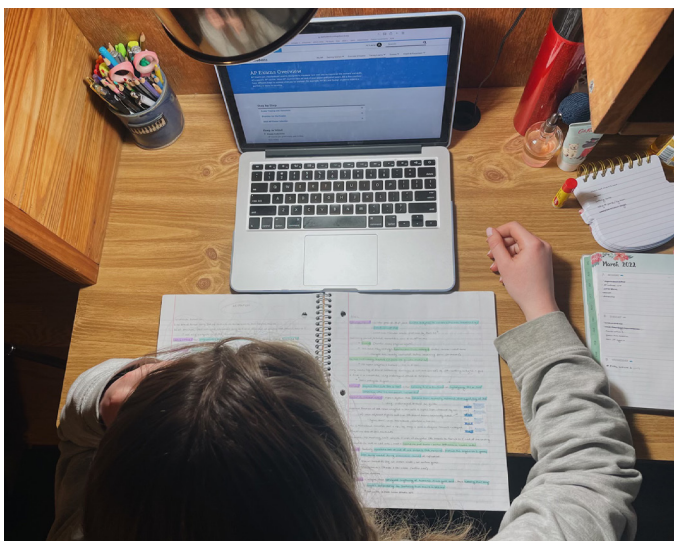
Another worry that you may have when you consider taking an AP course is that it will drastically lower your GPA. Oyster River High School does not weigh GPA, meaning that every course impacts a student's GPA in the same way; more advanced classes are numerically valued the same way as the courses that are considered easier. If an AP class lowers a student's GPA, it will only affect class rankings. However, colleges recalculate the GPA of

all students when reviewing their applications so everyone is on the same playing field.

Taking an AP course may also pave the way for you to take advantage of new and unique opportunities. Zhang said that taking AP classes has "opened new doors" for her. Since she took advantage of the AP Calculus and AP Physics courses, she is able to take classes at the University of New Hampshire in these fields and even become a Teaching Assistant for the current AP Physics course at the high school.

Zhang offered her advice for students considering taking an AP course during their high school experience. "AP classes definitely aren't for everyone, but I would say that taking AP classes are worth my time and my effort because I truly want to learn the subject," she said.

Depending on the path you plan to take, whether it be college, technical school, or straight to a career, it's up to you to decide whether taking an AP course is right for you. The beauty of Oyster River is that we have options to enroll in courses that we want to take, and it's important to consider your own path and the challenging workload before you make a decision.





Return of the MOR Word Search!

R	E	L	A	T	I	O	N	S	H	I	P	S	C
E	Y	R	L	A	V	I	R	A	H	T	T	C	B
O	S	E	W	I	N	G	P	A	C	L	T	S	N
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Euphoria

Rivalry

Musicians

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Senioritis

Shoes

Sewing

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